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ABSTRACT

The evolution and activities of the National Languages and Literacy Institute of Australia Limited during its first three years are described. The institute consists of a complex network of activities across Australia, including; a research and policy coordination center in Canberra; nine research and development centers specializing in various aspects of applied linguistics (language testing, language curriculum, sociolinguistics, language and technology, language acquisition, deafness and communication studies, literacy and culture, dictionary research); two research networks, one on adult literacy research and one on child English-as-a-Second-Language and literacy; a Victoria branch office; an office in Western Australia combining child and adult literacy research work, a teachers' professional development center, and a research and development center; a teaching a curriculum center in Adelaide; a business language services program in South Australia; a document design and research unit; formal collaborative arrangements with a university English language teaching and research center; and a university center for research and development on interpreting and translation. The report details the activities of each of these components, including major publications. (MSE)

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THE FIRST THREE YEARS

The National Languages and Literacy Institute of Australia Limited

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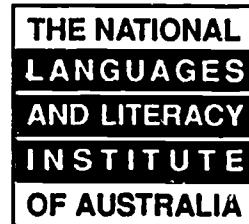
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THE FIRST THREE YEARS

**The National Languages and
Literacy Institute of Australia
Limited**

David McRae

June 1994



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IN SUMMARY

The National Languages and Literacy Institute of Australia Limited (NLLIA) is a complex network of activities across Australia. It consists of

- a Directorate, located in Canberra, whose work is focused on research coordination, national and international project management, policy coordination, and financial management
- nine Research and Development Centres specialising in various aspects of applied linguistics
 - the Language Testing and Curriculum Centre at Griffith University
 - the Language Testing Research Centre at The University of Melbourne
 - the Language and Society Centre at Monash University
 - the Language and Technology Centre at the University of Queensland
 - the Centre for Workplace Communication and Culture at the University of Technology, Sydney and James Cook University of North Queensland, Townsville
 - the Language Acquisition Research Centre at The University of Sydney and the Australian National University
 - the Centre for Deafness and Communication Studies at Griffith University
 - the Centre for Literacy, Culture and Language Pedagogy at Curtin University of Technology, Edith Cowan University, Murdoch University and the University of Western Australia
 - the Australian Style Council of the Dictionary Research Centre, Macquarie University
- two Research Networks
 - an Adult Literacy Research Network managed from Melbourne
 - a Child English as a Second Language and Literacy Network managed from Canberra each with Activity Nodes in all States and Territories
- a Victorian branch
- an office in Western Australia combining the functions of the Child and Adult Literacy and Research nodes, a Professional Development and Resource Centre for teachers, and a Research and Development Centre
- a Teaching and Curriculum Centre in Adelaide
- a Business Language Services program in South Australia
- the Document Design and Research Unit at the University of South Australia
- formal collaborative arrangements with the National Centre for English Language Teaching and Research at Macquarie University
- a Centre for Research and Development on Interpreting and Translating at Deakin University.

The Institute was established to meet the goals of the 1987 National Policy on Languages (NPL). It was created as a result of a Ministerial decision enacted through the Australian Research Council in May 1989 and began operating, as the National Languages Institute of Australia, in June 1990 with the appointment of Joseph Lo Bianco as Director. In 1991 the Australian Government adopted the Australian Language and Literacy Policy. The Institute was granted support to extend its work in English as a Second Language and also to increase its efforts on behalf of adult and child literacy and plain English.

The Institute's current Charter or Mission Statement reads:

The National Languages and Literacy Institute of Australia Limited will contribute to improving the quality and relevance of language and literacy education in keeping with the goals of the Australian Language and Literacy Policy and Australia's economic, social and cultural needs, drawing on the experience gained under the National Policy on Languages.

The NLLIA is a limited liability company governed by a Board of Directors approved by the Australian Securities Commission. Broad financial and planning responsibility rests with the governing structures comprising a Council (the members) and a Board (the Directors).

GENESIS

The NLLIA is a major landmark in the history of language policy in Australia.

For many thousands of years Australia's languages were manifold and diverse. The indigenous inhabitants spoke more than 200 languages. However the British who colonised Australia acted on the assumption that English would be and remain the country's only language. This view was visible in public policy and practice following Federation, especially in the area of education. It remained in vogue until social and political circumstances forced a change following the Second World War.

Richard Ruiz, an American linguist, has argued that there are three basic phases in the way public language policy approaches minority and other languages in a community: these are at first to see these languages as a problem, later to see them as a right, and eventually to understand them as a resource. These phases can be recognised in the history of Australia's orientation to languages.

Post-war immigration produced significant numbers of new Australian citizens whose first languages were predominantly southern or central European in origin. Many of these settlers were able to live and work in communities where a high level of competence in English was not necessary, for survival at least. During the mid-1960s and 1970s their children entered schools in increasing numbers. These children were fluent in their languages used at home; they were less so in English.

The initial response among policy makers was to try to gloss over this issue, hoping that it would dissolve through the dominance of English. But as the numbers of such students in major population centres reached a critical mass the issue became impossible to ignore. Teaching and learning English as a second language gradually became established in schools.

Part of the official thinking underpinning this move was the idea that first languages were an obstacle to learning English and therefore the task should be to supplant what had been learned at home as quickly and effectively as possible. In the mid-70s this notion was challenged by the growing strength and confidence of ethnic organisations. Their view, strongly expressed, was that it was inappropriate to stigmatise first language learning. Their concern was not just with language but with the culture it carries, and the inference that their native cultures were to be downgraded and disregarded in the country of settlement.

It was also challenged by research on bi-lingualism in Canada and elsewhere which suggested that linguistic knowledge was not language-specific and that, especially in young people, competence in one language could support and enhance competence in learning a second.

At about the same time, another event occurred which placed provision of second language learning for native English speakers in some jeopardy. It had been conventional for universities to require a pass in a language other than English (LOTE) for matriculation to a wide range of courses. In 1967, for example, more than 40 per cent of senior secondary students studied a LOTE. During the late 1960s and early 1970s, most universities abandoned this requirement and a major decline in LOTE study occurred in Australia's secondary schools. (There was then very little LOTE teaching in primary schools.)

One of the emphases of the Commonwealth Labor Government elected in 1972 was the interests of indigenous peoples. Of the 200 or more Aboriginal languages spoken at the time of European settlement, only about 50 were still used and about 100 others were still spoken occasionally. This fact was brought to the Government's attention by Aboriginal people supported by a newly awakened interest in this topic from academic and other linguists.

This set of issues was defined by a broad range of interests as a problem in need of resolution. Among the many disparate concerns expressed, a common purpose was found in establishing as rights first language maintenance and second language learning, whether of English, a community language, a foreign language, or Aboriginal and Torres Strait Islander languages. Several State governments responded

with new policies based on recognition of social pluralism, or multiculturalism as it has become more commonly known, which included, for the first time in this country, specific provisions about language issues.

In 1975 an idea was mooted of more thoughtful, longer term and less politicised language policy-making through a Language Planning Commission. Its primary concern was to be with general language planning issues rather than specifically with language education activities. This in itself represented a significant shift in defining the roles language plays within a community, and could be read as a tentative identification of language in its many manifestations as a resource.

During 1980-81 a group of prominent applied linguists met to discuss larger language policy issues. A National Languages Institute was one of the ideas discussed by this group. This proposal was crystallised in a paper by Emeritus Professor Michael Halliday (then Professor of Linguistics at Sydney University).

A group called the Professional Language Associations for a National language policy (the PLANLangPol Committee), established formally in August 1981, brought together six national professional associations with an interest in language — the Applied Linguistics Association of Australia, the Australian Linguistic Society, the Aboriginal Languages Association, the Australian Association for the Teaching of English, the Australian Federation of Modern Language Teachers' Association (AFMLTA) and the Australasian Universities Languages and Literatures Association. The AFMLTA had already proposed the establishment of a National Language Information and Research Centre in 1978 in a submission to the Commonwealth Government. The tasks originally envisaged for the Centre were collecting and disseminating information and coordinating existing efforts in educational language planning. In its January 1982 report, *A National Language Policy for Australia*, the PLANLangPol Committee put forward a proposal for a National Languages Institute.

Prompted by such action, in 1982 the Senate Standing Committee on Education and the Arts began investigating issues related to public policy and action related to language. After two years of work its report, *A National Language Policy*, was produced. This report considered several mechanisms to put its 117 recommendations into effect, including a National Institute of Languages and a National Advisory Council. It favoured the latter, to be conferred with advisory, coordinating and policy research functions, reporting regularly to both Commonwealth and State governments.

The Senate report also advocated the establishment of key centres of research, teaching and learning in a number of areas. These were intended to provide the necessary infrastructure for the eventual establishment of an institute which would coordinate these activities. However the Senate Standing Committee's Report was not adopted as policy by government and was not implemented. This led to increased public agitation for the development of a national policy on languages and a body to support its realisation.

The possibility of establishing a National Institute of Languages was raised in 1989 by the Asian Studies Council in the context of its Enquiry into the Teaching of Asian Studies and Languages in Higher Education.

Politicians and the business community were also becoming more conscious that the future of Australia's trade relations would lie in its nearby largely non-English-speaking geographic region. Major sources of both immigration and tourism had changed from Europe to Asia, and the entry of Britain into the European Common Market was an overt signal of what had become a trend in the shift of focus in trading partnerships. Markets for primary and secondary commodities were becoming stronger in South East and other parts of Asia. Prime Minister Hawke put the issue pungently:

It is no exaggeration to say that as we enter our third century one of the most important and testing challenges this country faces is the challenge of finding our true place in Asia — of recognising that our self interest lies in our becoming an integral part of our region ... Indeed, it is recognition of the importance of languages and cultural understanding in developing our export and hospitality industries that has led the government to emphasise the economic significance of our multicultural policies (Hawke 1988:8, 10).

The floating of the Australian currency in December 1983 was an incontrovertible step towards the globalisation of the Australian economy. Expertise in a wide variety of languages was needed to compete effectively. Language had come into its own as a resource. Those who had been arguing this point for some years had new allies. The discourse had changed. Powerful new lobbies whose primary concern was the need to restructure and reskill the Australian work force took up the issue of the importance of linguistic competence in English. Language policy and programs both for English and for other languages were needed to meet urgent national economic and strategic problems.

In 1987 the Commonwealth Government adopted the first National Policy on Languages (prepared by Joseph Lo Bianco), Australia's first policy explicitly devoted to languages and a step recognised internationally for its importance. This Policy argued for a range of programs related to four principles: English for all; increased support for Aboriginal and Torres Strait Islander languages; increased support for the teaching of languages other than English; and the increased development and provision of language services such as interpreting, translating and testing. It justified these principles on four grounds: cultural and intellectual enrichment, economic need, social justice, and a new understanding of Australia's place and role in its region and the world. Most of the programs set up under the National Policy on Languages were firsts and, though now named differently, continue today. The Policy proposed an Advisory Council on Australia's Languages Policy as a structure for 'ensuring that the diverse elements of language considered in this policy are coordinated and integrated' (Lo Bianco 1987:185). The Australian Advisory Council on Languages and Multicultural Education (AACLAME) became the practical manifestation of this recommendation. This Council too advocated the creation of a permanent body for applied linguistics research.

One specific task for this body to address was the 'detailed elaboration of the proposal for key centres of language teaching and research' (p. 186). However in November 1988, the Australian Research Council (ARC) publicly advised that \$240 000 was available for the establishment of a key centre in a tertiary institution for teaching and research in languages. Although a short listing of the twelve applicants took place, the process was overtaken when the Minister for Employment, Education and Training, acting on the advice of AACLAME, decided to upgrade the key centre to a Languages Institute. The Minister accepted the advice of AACLAME on the structure and functions of the NLLIA and these remain as originally designed by AACLAME in 1989. All the original applicants were advised to modify their proposals to incorporate the budget and broader mandate of a languages institute. Under the auspices of the ARC a selection panel met in May 1989 with the short listed applicants. A consensus was arrived at for the new structure in keeping with the accepted charter and functions which AACLAME had devised.

It was intended that the most appropriate structure would develop over time. Initially a Secretariat was to operate in Melbourne, housing a Teaching and Curriculum Centre. In May 1989, initial allocations of funds were provided to Monash University (to focus on language and society), the University of Sydney (second language learning), the University of Melbourne (language testing), the then Brisbane College of Advanced Education (language testing) and the University of Queensland (language and technology).

There followed a period of relative inactivity, indicative of the profound difficulties presented by an undertaking of this sort. In May 1990, the first Director, Joseph Lo Bianco, was appointed and five months later the National Languages Institute of Australia was launched by Prime Minister Hawke. The attendance of over 650 guests and coverage by television, radio and print media reflected the enormous interest in the Institute and its potential impact on language and literacy in Australia. The affiliated centres at the Universities of Melbourne, Monash, Sydney and Western Sydney, Griffith, and University of Technology, Queensland were represented by their directors and exhibits of their work.

In 1991 the Federal government revised the National Policy on Languages in a new statement, the Australian Language and Literacy Policy (Dawkins, 1991). While maintaining much of the original, this statement had a new emphasis on literacy in English and led to the establishment of programs for funding languages other than English as well as other initiatives. The Asian Education Foundation, the Australian Language and Literacy Council and the Asia in Australia Council were set up under the

policy. Ethnic schools funding was mainstreamed and targets established for Year 12 languages study. The ALLP has stimulated expansion of literacy provision across Australia. Two developments were important in this. In 1989 a report entitled *No Single Measure* by Rosie Wicket was issued. This revealed much higher levels of adult illiteracy than had been believed. 1990 was International Literacy Year and resulted in an enhanced focus on this area. Accordingly the ALLP paid much attention to adult literacy matters whilst continuing the focus on languages other than English. As a result the National Languages Institute gained a number of new functions and a change of name. The National Languages Institute of Australia became the National Languages and Literacy Institute of Australia and was granted support to extend its work in English as a Second Language and also to increase its efforts on behalf of adult and child literacy and plain English.

But language policy developments are continuous. All States have language policies and these are regularly revised. The Council of Australian Governments has adopted a policy on Asian languages in a report entitled *Asian Languages and Australia's Economic Future*.

In 1991 the NLLIA became an incorporated entity, increasing its control over its own destiny and enshrining in concrete form the notion that languages are a crucial national resource.

The NLLIA in its work and structure draws on the intense period of language policy making that has characterised Australia in the last decade and a half.

In late 1993 the Institute commissioned an external evaluation review of its work. This was granted to the Coopers and Lybrand management firm. Its findings are expected to have a major impact on the Institute's future operations.

STRUCTURE AND ADMINISTRATION

One of the most distinctive characteristics of the NLLIA is the breadth of its mission, which has no parallel anywhere else in the world. A number of Eastern European countries, France and Germany have institutes responsible for preserving and propagating their countries' national language. The Center for Applied Linguistics in Washington DC and the Centre for Information on Language Teaching in London also have a more limited charter than the NLLIA. While the Regional Language Centre in Singapore operates as a clearing-house and dissemination centre, its major function is teaching. The National Language Research Institute in Tokyo carries out applied linguistic research and teaching material development but in a far less complex linguistic environment than in Australia.

The original principles according to which the NLLIA should operate precisely reflect those of the National Policy on Languages. They were set out in 1989 by the then Minister of Employment, Education and Training on the advice of the Australian Research Council. They have been built on in the goals of the 1991 Australian Language and Literacy Policy:

- All Australian residents should develop and maintain a level of spoken and written English which is appropriate for a range of contexts, with the support of education and training programs addressing their diverse education needs
- The learning of languages other than English must be substantially expanded and improved to enhance educational outcomes and communication within both the Australian and the international community
- Aboriginal and Torres Strait Islander languages should be maintained and developed where they are still transmitted. Other languages should be assisted in an appropriate way, for example, through recording
- Language services provided through interpreting and translating, print and electronic media and libraries should be expanded and improved.

The functions of the NLLIA follow from its mission statement and these principles. They are to offer national leadership and guidance on language education issues by

- providing professional development activities for language lecturers, teacher educators and teachers
- facilitating and conducting research needed to improve practice in language education
- regularly assessing language education needs by providing advisory and consultancy services to government, unions, business and the community on relevant language issues, and
- creating and operating a database and clearing-house on language education issues and regularly disseminating information from these.

In addition the NLLIA is to provide practical support by

- providing a language and literacy testing service and associated consultancy activities appropriate to various professions on a cost recovery basis
- organising special purpose vocational language teaching outside the award bearing structures of tertiary institutions on a fee-for-service basis
- offering a base to house the secretariats of national language associations.

These functions have been organised into five program areas: policy coordination and promotion; research; professional development; resources and publications; and consultancy services.

Another of the NLLIA's unique characteristics is its structure. It is a working model of something which has been much discussed and sought after, but rarely achieved — successful and productive collaboration on a national scale. Australia's geography, and to some extent its parochialism, have erected substantial barriers to genuinely national initiatives. While it is important to concentrate resources in a thinly-populated country, it is also important to deal effectively with the wide dispersal of population. The NLLIA has resolved this problem.

It began as a loose federation of related projects. Since that time its work has become much better defined, planned and targeted, producing an effective mix of coordination and decentralised responsibility.

SUMMARY OF ACHIEVEMENTS

This remarkable network of centres gives some guide to the NLLIA's range of activities.

These have been developed on a limited budget for an enterprise of this scale. In the financial years ending June 1989, 1990 and 1991 the NLLIA received core grants of \$1 million per annum from the Commonwealth Government under the National Policy on Languages. It received no core funding in the second half of 1991. During 1992 its core grant from DEET under the Australian Language and Literacy Policy was \$2 360 000 which included \$750 000 for the establishment and maintenance of the two literacy research networks and \$100 000 for Australian Style Council activities. In addition the key centre grant was received from the Australian Research Council. In 1993 the DEET core grant was maintained.

The key centre grant from the ARC was increased to \$297 000 as the result of a review of its performance. The Review Panel was 'very favourably impressed with the achievements of the NLLIA to date ... [contributing] to the Institute's high profile overseas and [setting] the Institute on a firm footing in the face of often difficult circumstances' (1992: 7).

However, these grants have been dramatically enhanced by the Institute's own entrepreneurialism and fund-raising capacity. Since mid-1991 the NLLIA's income from major projects alone (in excess of \$50 000) has been in the order of \$4.4 million. Some of these funds have been won from Commonwealth and State tendering of projects but many others have been from overseas sources and the private sector. This is one of the factors which has allowed the NLLIA to maintain its integrity and independence. Some Institute Centres have generated income in the order of ten times that amount.

It is also indicative of another of its crucial characteristics, its capacity to foster partnerships across an extraordinarily wide range of interest groups which are rarely distinguished by their ability to cooperate. These include governments, business and labour; diverse ethnic and indigenous communities; and students and their teachers in both government and non-government primary, secondary and tertiary institutions. The NLLIA is able to work on a local, regional, national and international scale. It can thus be both competitive in securing projects and cooperative in its work procedure and output.

The most important partnership it has established, however, is that of academic and practical or applied knowledge. It has the capacity to marry the political with the technical in real world situations to produce information which is immediately and demonstrably useful. Among many other things, this has meant better informed education policy and practice, a new understanding of the importance of language in the workplace, and enriched capacities to manage economic restructuring in a changing world environment.

Along with the National Policy on Languages and its successor, the Australian Language and Literacy Policy, the existence of the NLLIA has had the effect of making the discussion of language policy and planning an accepted activity, sweeping away the resistance of decades to this notion. It has had the effect of producing a broad consensus on the importance of these activities whatever differences there may be in attitude or detail.

The NLLIA's remarkable productivity and practical success can be seen in the following selective account of its activities, products and achievements. A more comprehensive account of its work is contained in a later section.

SELECTED MAJOR ACTIVITIES AND RELATED PUBLICATIONS

The headings used below should not disguise the fact that the NLLIA's component Centres work regularly in a collaborative fashion. The publications referred to may be the product of research or project work. They are all by staff working under the umbrella of the NLLIA at the time of writing.

School, tertiary and other formal language education

A major focus of the work of the NLLIA has naturally been language acquisition through formal education. Since its inception the Institute has been involved in the development and analysis of a number of school-based bilingual immersion programs. Its Centres have provided a wide array of professional development and consultancy services to primary, secondary and tertiary institutions.

It has successfully managed two major projects of lasting national significance:

- the National Review of the Teaching of Modern Languages in Higher Education conducted by a team led by Professor Barry Leal
- the National Enquiry into the Employment and Supply of Teachers of Languages Other Than English conducted by a team led by Dr Howard Nicholas. The NLLIA has the responsibility for implementing some of its recommendations.

Other large scale projects have included:

- The Nine Key Languages Project. The task, now almost complete, was to develop linguistic, socio-linguistic and education profiles of the nine most taught languages in Australia: Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese and Spanish. As a deliberate strategy choice by the NLLIA, much of this work was done by researchers and teachers not formally part of its Centres in order to spread ownership of the project
- The LIFT (LOTE In-Service for Teachers) Project, in association with the Directorate of School Education, Victoria. This very substantial project was designed to provide major resources for the professional development of school language teachers. Now complete, its products are highly regarded and have provided a model for similar initiatives elsewhere in the country
- The ESL Development project. This was a collaborative effort coordinated by three of the NLLIA's Centres together with Phillip Institute (Victoria) involving many hundreds of teachers and education officers around the country in the production of two fundamentally important documents to guide teachers' work in this area
- A review of the teaching of LOTE in Catholic Schools in Queensland, completed for the Queensland Catholic Education Commission
- The National Distance Education Project, a cooperative venture between Britain and Australia, to investigate distance education including: sharing experience in the delivery of distance education using advanced communications technology; assessing the application of technology to both classroom-based and distance-mode language teaching; the sale, exchange and cooperative development of language teaching packages by distance education centres and the Open University; and joint research and development on the processes of distance education
- The National Japanese Proficiency Project, developed in response to the need for uniform proficiency scales and tests for Japanese language learning in Australia. The project commenced in June 1990, and is comprised of scales and tests to assess practical proficiency in Japanese. The tests are designed specifically for the Australian tourism and hospitality industries, and establish for the first time a nationally agreed standard for proficiency in 'occupational' Japanese.

The NLLIA also administers several groups of scholarships and awards for teachers including the Australian/Greek Travel Awards and the French Government Scholarships.

Some related publications

Baker, B. and White, P. 1992 *Survey of languages other than English in TAFE*. LATTICE, University of Queensland, Queensland.

Bettoni, C. 1990 *Teaching Community Languages*. LARC, University of Sydney, Sydney.

Di Biase, B. 1993 *Teaching a second language in primary schools: Some practical implications from an SLA perspective*. LARC Occasional Paper No. 5. University of Sydney, Sydney.

Fernandez, S. 1992 *Room for Two: A study of bilingual education at Bayswater South Primary School*. NLLIA, Melbourne.

Ingram, D. and John, G. 1990 *The Teaching of Languages and Cultures in Queensland: Towards a Language Education Policy for Queensland Schools*. Centre for Applied Linguistics and Languages, Griffith University, Brisbane.

Mackay, P. In press *Tapping the Potential: ESL Development: Language and Literacy in Schools*. NLLIA, Canberra.

Mackay, P. and Scarino, A. 1991 *The ALL Manual for Curriculum Developers*. Curriculum Corporation, Melbourne.

National Languages and Literacy Institute of Australia 1991 *Language and Language Education: Working Papers of the National Languages and Literacy Institute of Australia* Vol. 1. NLLIA, Melbourne.

National Languages and Literacy Institute of Australia 1992 *Bilingualism and Bilingual Education*. NLLIA Occasional Paper No. 2. NLLIA, Melbourne.

National Languages and Literacy Institute of Australia 1992 *Language and Language Education: Working Papers of the National Languages and Literacy Institute of Australia* Vol. 2. NLLIA, Melbourne.

National Languages and Literacy Institute of Australia 1993 *Unlocking Australia's Language Potential: Profiles of Nine Key Languages in Australia* Vol. 1: Arabic, Vol. 2: Chinese, Vol. 3: French, Vol. 4: German, Vol. 5: Indonesian/Malay, Vol. 6: Italian, Vol. 7: Japanese, Vol. 8: Modern Greek, Vol. 9: Spanish. NLLIA, Canberra.

Nicholas, H., Moore, H., Clyne, M. and Pauwels, A. 1993 *Languages at the Crossroads: The report of the National Enquiry into the Employment and Supply of Teachers of Languages Other Than English*. NLLIA, Melbourne.

The development of literacy research networks

In 1992 as a result of the Australian Language and Literacy Policy, the NLLIA was given the task of developing two research networks, one focused on adult literacy and the other on child ESL and literacy.

As a result of the work of those concerned with the Child ESL and Literacy Network, collaborative research has been conducted by Institutes of Higher Education, State/Territory systems and Independent schools in the establishment of the network and the national research database.

The Adult Literacy Research Network and the Institute via its Centre for Workplace Communication and Culture has made a major contribution to the development of the National Competency Framework for English language, literacy and numeracy.

Literacy/ESL research nodes have been established at eight higher education institutions — the Northern Territory University, Centre for Applied Linguistics University of South Australia, the University of Melbourne and La Trobe University, University of Western Australia, Griffith University, University of Western Sydney, and the University of Canberra. An Information and Access Centre has been established at the University of Tasmania. A publication, *Network Notes: News from the Adult and Child Literacy and ESL Networks*, appears regularly. The first national literacy research symposium was held in 1993.

A research database has been established at NLLIA's Language and Technology Centre to provide access to relevant information on ESL and English literacy.

Deafness and communication

The work of the NLLIA's Centre for Deafness and Communication at Griffith University has:

- developed the Australian Sign Language (Auslan) curriculum for school children
- conducted research into the cognitive demands on sign language interpreters and the comparative comprehensibility by deaf students of captioned and regular television programs
- developed a proficiency rating scale for Australian signed English and Auslan, and a version of the ESL child scales and associated evaluation materials for use with deaf children
- developed a computer-assisted system, *Writing Safari*, to aid deaf students' written English
- developed a computer-assisted analysis of deaf children's acquisition of English
- completed an analysis of selected corpora across a wide range of deaf speech and writing to determine patterns and characteristics of development
- developed a range of diagnostic instruments for use by teachers of the deaf.

Some related publications

Carty, B. and Power, D. 1992 *National Directory: Organisations of and for Deaf and Hearing Impaired People in Australia*. Centre for Deafness Studies and Research, Queensland.

Davie, C., Carty, B. and Power, D. 1992 *Signs of language* (videotape). Centre for Deafness Studies and Research, Queensland.

Davie, C., Carty, B. and Power, D. Forthcoming *A Piece of Cake: Communicating with Deaf People* (videotape). Centre for Deafness Studies and Research, Queensland.

Hyde, M. and Power, D. 1991 *The use of Australian Sign Language by deaf people*. Research Report No. 1, Centre for Deafness Studies and Research, Queensland.

Language and business

Language and culture for business were highlighted in a major national event, the 'Language is Good Business' Conference held in October 1990. This was an initiative of AACLAME, the first languages and business conference held in Australia. The NLLIA co-sponsored the activity and published the report. The central issues at the conference were how to improve Australian business competence in foreign languages and the importance of raising work-force English skills. The conference, organised jointly by AACLAME and the NLLIA, was a precursor to other work by the NLLIA in promoting languages and literacy to the business community.

In 1991 the NLLIA gained its first substantial contract with the business sector. The large Japanese trading company, Mitsui and Co., requested that the NLLIA conduct a Japanese language and cultural awareness program at its Sydney headquarters. The aim of the program was to improve business and personnel relations between the Company's Australian and Japanese employees. The first stage of the program involved completing a language audit and cultural awareness survey which enabled the Institute to develop courses to meet the needs of the company. The final program consisted of four 10 week modules across a twelve month period, catering for elementary to advanced levels. Its success led to a similar program being run at the company's plant in Melbourne.

The NLLIA's Centre for Workplace Communication and Culture has:

- completed a comparative study of Japanese and Australian systems of management and training
- trialled, evaluated, revised and published the 'Diversity makes Good Business' training program
- developed competency standards and training modules for local government and industry
- designed and organised the 1993 International Conference on Communication in the Workplace.

Some related publications

Cope, B. and Kalantzis, M. 1993 *Cultures of the Workplace: Towards a New Agenda for Productive Enterprise: A Framework for Action*. CWCC, University of Technology, Sydney, Sydney.

Ingram, D., Stanley, J. and Chittick, G. 1990 *The Relationship between International Trade and Linguistic Competence*. AGPS, Canberra.

Kalantzis, M., Brosnan, C. and Cope, B. 1992 *Managing Cultural Diversity: Four Training Manuals*. CWCC, University of Technology, Sydney.

National Languages and Literacy Institute of Australia 1990 *Language is Good Business: The role of language in Australia's economic future*. NLLIA, Melbourne.

National Languages and Literacy Institute of Australia In press *The Beginner's Cultural Guide: ABC for Exporters*. NLLIA, Canberra.

Pauwels, A. (ed.) 1991 *Cross Cultural Communication in Medical Encounters*. Monash University Community Languages in the Professions Unit and Language and Society Centre, Melbourne.

Pauwels, A. (ed.) 1992 *Cross Cultural Communication in Legal Encounters*. Monash University Community Languages in the Professions Unit and Language and Society Centre, Melbourne.

Solomon, N. and Brown, K. 1992 *Plain English: Manual 1 — What is Plain English? Manual 2 — Writing Plain English*. Workplace Documents CWCC, University of Technology, Sydney.

Language and society

The NLLIA's Language and Society Centre at Monash University has completed and disseminated the results of a number of major projects including detailed analyses of:

- the factors involved in language maintenance between and within ethnolinguistic groups in Australia using data from the 1991 census
- gender-linked language use and maintenance on immigrant languages and an in-depth study of the language use patterns of women and men in three ethnolinguistic groups, German, Greek and Vietnamese, again using 1991 Census data
- language maintenance and second language acquisition, data on the special needs and categories of 'home background' students and their potential as resources in language programs.

This Centre has also run a series of highly popular and well-attended seminars for parents who wish to bring their children up bilingually.

Some related publications

Clyne, M. G. 1991 *Community Languages: The Australian experience*. Cambridge University Press, Cambridge.

Clyne, M. G., Jenkins, C., Chen, I., Rogerson, M. and Tsokalidou, R. 1992 'Models and sociolinguistic factors in some Victorian second language programs: A progress report' in *Language and Language Education* Vol. 2 No. 1.

Language and technology

Information technology is a primary concern of the NLLIA because of its enormous value as a tool for education, research and information dissemination.

The NLLIA's Language and Technology Centre at the University of Queensland has developed a very sophisticated database incorporating information derived from linguistic research. It also has a set of additional databases on topics such as language courses, resources, bibliographies, conferences and scholarships and Australian Second Language Learning Program resource materials. One database contains a thesaurus.

It also provides computer-based services such as databases on ESL teachers who want to teach overseas, a directory of language professionals in Australia, computer-based discussion groups and workshops and training for prospective users. It is also a major developer of Computer-Aided Language Learning (CALL).

The NLLIA's Language Acquisition Research Centre at the University of Sydney has been performing ground-breaking research and development in the area of computer-assisted linguistic analysis. It has developed Rapid Profile, a CD-based program which enables analysis of the grammatical features of texts. Initially developed as a research tool for investigating second language acquisition, it became evident that this could perform error analysis and other functions which would be useful for teachers involved in both first and second language development. A simplified version for use by such teachers has been developed and is now in increasing use. The Centre provides training programs in its use in undergraduate and graduate teaching programs as well as through special purpose seminars and workshops.

Some related publications

Baker, B. and White, P. 1992 *Australian Second Language Learning Program Database Project, October 1991-June 1992*. Report for the Department of Employment, Education and Training.

Baker, B. and White, P. 1992 *Where can I learn a language other than English?* LATTICE, University of Queensland, Queensland.

Pienemann, M. 1992 'A computational system for interlanguage analysis' in *Second Language Research* Vol. 8 No. 1.

Pienemann, M. 1992 *Assessing Second Language Acquisition through Rapid Profile*. Paper presented at the Interfaces between SLA and Language Testing Research Conference, American Association of Applied Linguistics, Seattle (printed in a special edition of *Studies in Second Language Acquisition*, 1992).

Pienemann, M. and Jansen, L. 1991 'Computational analysis of language acquisition data' in *Computers in Applied Linguistics*. Pennington, M. and Stevens, V. (eds). Manuscript.

Sussex, R. 1991 *Author languages, authoring systems and their relation to the changing focus of Computer-Aided Language Learning*. Technical Report #23 Department of Computer Science, La Trobe University, Melbourne.

Language testing

NLLIA Centres have made a highly significant contribution to language testing in Australia. Among other things, they have developed:

- occupation-specific language competency tests for Italian, French, Indonesian, Korean, German, Japanese and Chinese
- a range of tests and other proficiency attainment measures for signed English and Australian Sign Language
- three exemplar specific-purpose versions of the Australian Second Language Proficiency ratings (ASLPR)
- a test of English for academic purposes, the University Test of English as a Second Language (UTESL)
- a placement and exit proficiency test for tertiary modern language courses
- a computer adaptive test for proficiency in Japanese
- research information on test validation, rater and task characteristics in language performance assessment
- band scales describing the ESL growth that can be mapped of children from non-English speaking backgrounds, appropriate reporting formats, assessment exemplars and corroborating psycholinguistic research on acquisition stages and processes
- accreditation and implementation of a Graduate Certificate in Language Testing (Griffith University)
- a database on assessment instruments and publications, included in the NLLIA database
- a language testing dictionary.

A wide range of training courses has also been conducted.

In March 1991 the administration of the Occupational English Test (OET) was transferred from DEET to the Institute. The OET was developed to assess the English language proficiency of medical and health workers from overseas seeking professional registration and admittance to training programs and examinations. It assesses speaking, listening, reading and writing skills. The listening and reading components of the OET are generic to all candidates irrespective of their profession.

In recognition by professional peers of its international leadership and excellence, the Language Testing Unit at the University of Melbourne has recently been given the task of hosting the International Language Testing Secretariat.

Some related publications

Brown, A 1993 'The role of test taker feedback in the development of an occupational language proficiency test' in *Language Testing* Vol. 10 No. 3.

Elder, C. and Zammit, S. 1992 'Assessing performance in languages other than English: The contribution of the Australian Language Certificates' in *Vox* 6.

Lumley, T., Mincham, L. and Raso, E. 1993 'The ESL Project materials (2): The Exemplar Assessment Activities and Observation Guides' in *ESL Development: Tapping the Potential Volume 1: Teachers' Manual*. Report to the Department of Employment, Education and Training, Canberra.

McNamara, T. F. 1990 'Item Response Theory and the validation of an ESP test for health professionals' in *Language Testing* Vol. 7 No. 1.

Wylie, E. and Ingram, D. 1993 'Specific Purpose Proficiency Assessment'. Paper to the RELC Regional Seminar.

Language services

The NLLIA conducted a series of seminars on interpreting and translating in 1990 and 1991. One outcome was the establishment of the Working Group on the National Training Strategy on Interpreting and Translating. The broadly based Working Group was made up of representatives of the NLLIA, the National Accreditation Authority for Translators and Interpreters, the Australian Institute of Interpreters and Translators, DEET, and interpreting and translating educators. The strategy paper was completed and presented to the Minister in early 1993.

Since early 1992 the NLLIA has housed the Secretariat of the Australian Institute of Interpreters and Translators. A NLLIA Centre for Research and Development on Interpreting and Translating has been established at Deakin University which will markedly enhance the NLLIA's activities in this area.

Related publication

Ozolins, U. 1991 *Interpreting, Translating and Language Policy*. NLLIA, Melbourne.

Style Council

The NLLIA is a senior partner with Macquarie University in the Australian Style Council. Its functions are to stimulate research into and foster information exchange about current Australian English usage. The proceedings of the Council's conferences are major sources of information and direction in understanding and using Australian English. In addition it has:

- collected and transcribed samples of Australian English to meet its target of 500 000 words
- collected 100 samples of written Australian English from the 1990s to match the spoken data in the corpus, and in accordance with other overseas partners in the International Corpus of English, and
- developed computer databases of Australian English.

Some related publications

Australian Style: A national bulletin on issues in Australian style and the use of English in Australia. Periodical.

Peters, P.H. (ed.) 1990 *Frontiers of Style: Proceedings of Style Councils 87 and 88*. Dictionary Research Centre, Macquarie University, Sydney.

Peters, P.H. (ed.) 1992 *Australian Style into the Nineties: Proceedings of Style Councils 90 and 91*. Dictionary Research Centre, Macquarie University, Sydney.

Peters, P.H. (ed.) 1993 *Style on the Move: Proceedings of Style Council 92*. Dictionary Research Centre, Macquarie University, Sydney.

Publicity and promotion

In November 1992 the NLLIA-organised *Language Expo* attracted more than 5000 visitors. This was the first time an international Language Fair had been held in the southern hemisphere. More than 100 exhibitors presented information on print, electronic and audio-visual teaching material, teaching methodology, courses, policy making, interpreting and translating services, libraries, testing and all areas of language skills. Associated activities such as seminars, material package launches, displays, conferences, demonstrations and cultural events contributed to Expo's outstanding success. The Language Expo is to be a biennial event. The next one will be held at Sydney's Darling Harbour in July, 1994.

The publicity of the Institute overall is now handled through the *Australian Language Matters* newsletter. This is a vehicle for publicising the results of research undertaken by the Institute and related activities in language and literacy. Articles from this and other NLLIA publications are regularly taken up by mainstream media.

International activity

The NLLIA has had a rapidly developing international frame of reference for its work. This began in 1990 when it carried out a feasibility study into the establishment of an NLLIA/Language Export Unit at the Multi-Function Polis in Adelaide.

In 1991 the Institute began its involvement in the work of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on literacy in the Asia Pacific Region.

In 1992, the NLLIA accelerated its work overseas by gaining projects in South East Asia, Indonesia and the Democratic People's Republic of Korea. The Japan Foundation gave strong support to the Institute in November 1992 by supporting an NLLIA delegation to visit Japan in order to establish and reinforce links with Japanese institutions in the area of assessment of proficiency in the Japanese language.

During 1993 the NLLIA completed a number of major projects, including:

- a study of English language training and literacy needs in the Asia Pacific region for UNESCO
- the organisation of an ASEAN-Australia regional workshop in Jakarta on the establishment of a Vocational English Language Centre. Follow-up work includes the establishment of a database designed to receive and report on all elements of vocational English language training in the region as a support to cooperative activity. The NLLIA also managed the second regional workshop in Singapore (December 1993)
- a project for UNESCO identifying English language needs for graduate scientist researchers for the Democratic People's Republic of Korea Academy of Sciences
- a study of the availability of English language training teachers for work in the Asia region for DEET. As an outcome of this study the NLLIA has devoted funds to the establishment of an Australian Database of English Language Trainers designed to provide a dedicated data base of professionals which can be used to link teachers looking for employers in the region
- A review of the Language Teaching Program of the Commonwealth Department of Foreign Affairs and Trade.

Other projects which have been completed include:

- an examination of the English for Special Purposes training of major financial institutions in South-East Asia
- developing English proficiency testing for teachers of English in Indonesian secondary schools for the World Bank in conjunction with the Regional English Language Centre, Singapore
- developing project outlines for English language projects in Vietnam and Laos for the South East Asian Ministers of Educational Organisations, Bangkok and UNESCO Principal Regional Office for Asia and the Pacific, Bangkok
- developing project concepts for English language services for people in service industries in China, DPR Korea and Mongolia
- preparing a volume of papers and reports resulting from a conference held in Vanuatu in 1988

- evaluating English Language Teaching Programs in South India with recommendations for development and improvement of educational service provision
- reporting to the Secondary Teachers' College of Western Samoa to assist in the selection of the appropriate language of instruction for the various subjects of the curriculum.

Substantial links have been developed with relevant organisations in Japan, Cambodia, Vietnam, China, Thailand, Laos, Russia, Indonesia and the United States of America. As one example of outreach activities, the NLLIA also provides a limited number of scholarships for outstanding students of English in selected schools and universities in Vietnam.

Major expansions in international activity are anticipated in the near future.

References

Hawke, R. J. 1988 Speech by the Prime Minister in Mackay, E. M. (ed) *Challenges and Opportunities: Our Future in Asia*. Asian Studies Association of Australia, Morphett Press, Melbourne.

Lo Bianco, Joseph 1987 *National Policy on Languages*. Commonwealth Department of Education, AGPS, Canberra.

Report of the Review Panel 1992 Key Centres of Teaching and Research Program: National Languages and Literacy Institute of Australia, Australian Research Council. Mimeo.

A DETAILED COMPENDIUM OF THE NATURE AND WORK OF NLLIA OFFICES, NETWORKS AND CENTRES

Directorate

The Directorate, located in Canberra, is responsible for policy development, overall management and coordination of the NLLIA. The Directorate also manages a range of international and Australian projects in language and literacy education, many of which have a policy focus. The Directorate is the first point of contact for all NLLIA activities.

Objectives

- to represent the NLLIA as a whole throughout Australia and internationally
- to initiate, contribute to and interpret policy developments in language and literacy planning, and language and literacy education
- to establish, monitor, coordinate and support all the NLLIA's centres and entities (Research and Development Centres, Teaching and Curriculum Centres, Units, Offices and Networks)
- to attract funding for and implement language related research and development projects
- to promote and disseminate information on language and literacy education and planning issues

Capabilities

- Administration of languages education research and development
- Consultancy advice in the development and implementation of policy
- Key input to national languages planning
- Development of training curricula and materials
- Management of national networking systems to provide professional development and resources for literacy teachers
- Organisation and management of State, national and international conferences
- Hosting and organisation of international exchanges of teachers, lecturers and researchers

Staff at 31 December 1993

- Joseph Lo Bianco, Director, BEc (Monash), Post-Grad Dip in Migrant Studies (Monash), Certificate in Language Teaching (Universita' degli Studi di Venezia), BEd (La Trobe), MA (First Class Honours) in Applied Linguistics (Melbourne), FACE, FAICD
- Irlande Alfred, Coordinator Child ESL/Literacy Research Network, BA, MEd Studies (Monash)
- Joseph de Riva O'Phelan, National Projects Manager, BA (Hons), Dip Ed in Modern Languages, PhD (Monash), ancien élève de l'ENA (Paris)
- Richard Baldauf, Research Manager, BA (Dickinson College, Pennsylvania), ESL Peace Corps course (Northern Illinois University), MEd (Hawaii), PhD (Hawaii), Grad Dip of Language Studies (Mt Lawley CAE)
- Pauline Bryant, Research Fellow, BA (First Class Honours), PhD (ANU)
- Dien Nguyen, Research and Projects Officer, BA (Asian Studies) (First Class Honours) (ANU)
- Carin Hughes, MA, Project Officer
- Athol Yates, BMechEng, Grad Dip (Russian), Publications Manager
- Marcus Hassall, Administrative Assistant
- Kylie Purtell, Reception, Clerical Assistant
- Lindy Thoroughgood, Administrative Assistant
- Shaun Holloway, Administrative Assistant

Projects

- Organisation and management Association of South-East Asian Nations (ASEAN) - Australia workshops on vocational English language training in Jakarta for Department of Employment, Education and Training (DEET), International Policy Division. Funding: DEET.
- Identification of needs for English language assistance for graduate scientific researchers in the Democratic Peoples Republic of Korea for United Nations Education, Scientific and Cultural Organisation. Funding: UNESCO.

- Development of project concepts for English language services for people in service industries in China, DPR Korea and Mongolia. Funding: UNESCO.
- Development of English proficiency testing for Teachers of English in Indonesian Secondary Schools for the World Bank in conjunction with Regional English Language Centre, Singapore. Funding: RELC.
- Development of project outlines for English language projects in Vietnam and Laos for the South East Asian Ministers of Educational Organisations, Bangkok and UNESCO PROAP, Bangkok. Funding: SEAMEO.
- Review of the languages teaching program of the Australian Department of Foreign Affairs and Trade. Funding: DFAT.
- Production and publication of *The Beginner's Cultural Guide: ABC for Exporters*
- Management of NLLIA components of Department of Immigration and Ethnic Affairs' off-shore English language test development. Funding: DIAA.
- Implementation of the recommendations of the report of the National Enquiry into the Employment and Supply of Teachers of Languages Other Than English (LOTE), in consultation with DEET. Funding: DEET.
- Production and publication of the periodicals, Language and Language Education, Research Update and Consolidated Publications List
- Review of LOTE in Catholic Schools in Queensland. Funding: QCEC.
- Publication of the language and literacy newsletter, *Australian Language Matters*
- Development of the National Competency Framework for English language, literacy and numeracy. Funding: ATRAC.
- Publication of profiles of nine widely taught languages in Australia in the *Unlocking Australia's Language Potential* series. Funding: DEET.
- Organisation and management of the biennial Language Expo. Funding: Core funding, plus sponsorship and commercial.

Publications

Books and Journals:

Fernandez, S., 1992, *Room For Two: A Study of Bilingual Education at Bayswater South Primary School*, NLLIA, Melbourne.

Language and Language Education: Working Papers of the National Languages Institute of Australia, Vol. 1, No. 1, 1991, NLLIA, Melbourne.

Language and Language Education: Working Papers of the National Languages Institute of Australia, Vol. 2, No. 1, 1992, NLLIA, Melbourne.

Language is Good Business: The role of language in Australia's economic future, 1990, NLLIA, Melbourne.

Liddicoat, A. (ed.), 1992, *Bilingualism and Bilingual Education*, NLLIA Occasional Paper No. 2, NLLIA, Melbourne.

Lo Bianco, J. and Liddicoat, A., 1990, *Vernacular Languages in South Pacific Education: Report on a Workshop held at the Pacific Languages Unit*, NLLIA, Melbourne.

Lo Bianco, J. and Monteil, M., 1991, *French in Australia*, Australian Federation of Modern Language Teachers' Association and Centre d'Etudes et d'Exchanges Francophones en Australie, Melbourne.

Network Notes: News from the Adult and Child Literary and ESL Research Networks, 1993, NLLIA, Melbourne.

Nicholas, H., Moore, H., Clyne, M. and Pauwels, A., 1993, *Languages at the Crossroads: The Report of the National Enquiry into the Employment and Supply of Teachers of Languages Other Than English*, NLLIA, Melbourne.

NLLIA, *Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia*, 1993, Volume 1 - Arabic; Volume 2 - Chinese; Volume 3 - French; Volume 4 - German; Volume 5 - Indonesian/Malay; Volume 6 - Italian; Volume 7 - Japanese; Volume 8 - Modern Greek; Volume 9 - Spanish, NLLIA, Canberra.

Ozolins, U., 1991, *Interpreting Translating and Language Policy*, NLLIA, Melbourne.

Vox: 1992, The Journal of Australian Advisory Council on Languages and Multicultural Education, No. 6, NLLIA, Melbourne.

Journal Articles:

Liddicoat, A., 1990, A brief survey of the dialect of Sark, *Reports and Transactions of the Société Guernesiaise*, Vol. 22, No. 4, pp. 689-704.

Liddicoat, A., 1990, Le traitement de l'r intervocalique dans le dialecte de Sercq, *Revue de linguistique romane*, No. 55, pp. 119-124.

Liddicoat, A., 1990, Reading picture books on television: implications for the acquisition of literacy, *Australian Review of Applied Linguistics*, Vol. 14, No. 2, pp. 90-110.

Liddicoat, A., 1990, Some structural features of language obsolescence in the dialect of Jersey, *Language Sciences*, Vol. 12, No. 2/3, pp. 197-208.

Liddicoat, A., 1990, The function of pronoun order in imperative verb phrases in the dialects of Jersey and Sark, *Linguistische Berichte* 111, unknown issue.

Taylor, C., Wylie, E., Brown, A. and Liddicoat, A., 1992, The Japanese Language Proficiency Project, *Japanese Studies Bulletin*, Vol. 12, No. 2, pp 67-79.

Available Papers, Reports, Submissions and Working Papers:

Liddicoat, A., 1990, *Active and passive verbs in French for science and technology*, Paper presented at the Department of French and Italian Studies Research Seminar, University of Melbourne, Melbourne.

Liddicoat, A., 1990, *French interpreting and translating in Australia*, Paper presented at the Role of French Interpreting and Translating in Australia conference, University of Queensland, Brisbane.

Liddicoat, A., 1990, *Information session on the National Languages Institute of Australia*, Paper presented at the ALS/ALAA conference, Macquarie University, Sydney.

Liddicoat, A., 1990, *Openings in talkback radio*, Paper presented at the ALS/ALAA conference, Macquarie University, Sydney.

Liddicoat, A., 1990, *Problems, prospects and the role of the National Languages Institute of Australia*, Paper presented at the Role of French Interpreting and Translating in Australia conference, University of Queensland, Brisbane.

Liddicoat, A., 1991, *Conversational routines in answering machine talk*, Paper presented at the Applied Linguistics Seminar, University of Melbourne, Melbourne.

Liddicoat, A., 1991, *The National Languages Institute of Australia: Potential role for Auslan*, Paper presented at the Australian Association of Deaf Societies conference, Royal South Australian Deaf Society, Adelaide.

Liddicoat, A., 1991, *unknown*, Paper presented at the Discovering Ancient Australia conference, University of the Northern Territory, Darwin.

NLLIA, 1991, *Report on 1989-90 ASLLP Professional Development of LOTE Teachers projects*, Report to AACLAME, Canberra.

NLLIA, 1991, *Response to the draft Code of Practice for provision of occupational health and safety information in languages other than English*, Submission to the Department of Labour (Victoria), Melbourne.

NLLIA, 1991, *Response to the Green Paper 'The Language of Australia'*, Submission to Department of Education Employment and Training, Canberra.

NLLIA, 1991, *Response to the Working Document Language Rights*, Submission to the Fédération Internationale de Professeurs de Languages Vivantes, France.

NLLIA, 1991, *Submission on Aboriginal and Torres Strait Islander language maintenance*, Submission to the House of Representatives Standing Committee on Aboriginal Affairs, Canberra.

NLLIA, 1991, *Submission on Australian-Latin American Relations*, Submission to the Senate Standing Committee on Foreign Affairs and Trade, Canberra.

NLLIA, 1991, *Submission on National Curriculum for LOTE: Stage #1 - Development of Design Brief*, Submission to the WA Ministry of Education/National Steering Committee for LOTE, Perth.

NLLIA, 1991, *Submission on National Project on the Quality of Learning and Teaching*, Submission to DEET, Canberra.

NLLIA, 1991, *Submission on the awareness of the use of language in business and industry*, Submission to the Department of the Prime Minister and Cabinet/Office of Multicultural Affairs, Canberra.

NLLIA, 1991, *Submission on the Strategic Review of Research in Education*, Submission to the Australian Education Council, Canberra.

NLLIA, 1991, *Submission to the Inquiry into Australia's Relations with Indonesia*, Submission to the Foreign Affairs Sub-committee of the Joint Committee on Foreign Affairs, Defence and Trade of the Federal Parliament, Canberra.

NLLIA Victorian Office

The NLLIA Languages and Adult Literacy Information and Resource Centre manages ad hoc projects. It houses and supports the Adult Basic Education Resource and Information Service (ARIS), an activity funded by the Adult, Community and Further Education Board, Victoria.

Objectives

- to manage, coordinate and supervise the Adult Literacy Research Network
- to manage efficiently and on a cost recovery basis languages and adult literacy projects
- to market and distribute NLLIA publications
- to manage and promote the work of ARIS
- to manage a range of scholarships and language tests
- to house a component of the National Asian Languages Assessment Project
- to house and support the AUSIT national office

Staff

- Rosa McKenna, Coordinator, BA Dip Ed (La Trobe)
- David Tout, Project Officer, BSc, BEd (Monash)
- Jan Kindler, Project Officer, BA (Monash), Dip Ed (State College of Victoria, Hawthorn), Grad Dip in Special Education (Melbourne State College), MEd Studies (Monash)
- Alan Roberts, Consultant, Overseas Health Professionals, Dip Teaching (Phillip Institute), BSocSc (La Trobe), Degree in Naturopathy and Diploma in Iridology, Chiropractic and Homoeopathy (Laws College of Naturopathy, Melbourne)
- Ann Latchford, Project Officer, Scholarships and Occupational English Test, BA, Dip Ed (Melbourne)
- Catherine Taylor, Project Officer (Japanese), BA Hons (Monash), Grad Dip.
- Andrea Alexopoulos, Administrative Officer
- Betty Da Silva, Administrative Officer (scholarships/OET)
- Clare MacAdam, Consultant Language Expo 1994
- Donna Chang, Administrative Officer
- Melva Renshaw, ARIS Library Technician
- Sarah Deasey, ARIS Project Officer

Projects 1990-93

- Management of two ILOTES Projects (Japanese Language Testing for Teachers with LTRC, and Bilingual Methodologies Evaluation with LASC). Funding: DEET.
- Extension of the use of the Occupational English Tests developed and administered for overseas-qualified personnel from eleven health professions seeking registration in Australia through materials and professional development. Funding: NOOSR and fees.
- Conduct of bridging courses for overseas-qualified health professionals with the Victorian Post Graduate Medical Foundation. Funding: Fees.
- Conduct of workshops in four cities for the Occupational English Tests and two tests and four workshops on the Australian Medical Council's Multiple Choice Exams. Funding: Fees.
- Management of the Japanese proficiency project, including four test administrations and liaison with LTRC and LTACC. funding: Fees and Tourism Training Australia.
- Continuation and expansion of ALCOA's Japanese training project. Funding: ALCOA.
- Administration of the Australian Greek Travel Awards and the French Government Awards Scheme. Funding: DEET, Greek and French governments.
- Joint management of the Adult Literacy and Basic Education Information and Resource Service (ARIS) with the Adult, Community and Further Education Division, Office of Technical and Further Education. Funding: Department of Education, Victoria.

- Project to provide information and resources to support the implementation of the Certificate of General Education (Adult) in Victoria. Funding: Adult, Community and Further Education Division, Office of Technical and Further Education, Department of Education, Victoria.
- Joint project with the University of Technology, Sydney to develop an Adult Mathematic in-service course for the National Staff Development Committee for Vocational Education and Training. Funding: ANTA.

Publications

Taylor, C., Wylie, E., Brown, A. and Liddicoat, A., 1992, 'The Japanese Language Proficiency Project', *Japanese Studies Bulletin*, Vol. 12, No. 2, pp 67-79.

Child ESL and Literacy Network

Objectives

- to advocate child literacy and ESL education issues amongst government, industry and the community
- to provide a national focus for child literacy and ESL research activity, planning, coordination and dissemination
- to ensure that child literacy and ESL teachers have access to the appropriate research and have the opportunity to share their research.
- to develop and maintain appropriate databases on child literacy and ESL research, personnel, activities and resources
- to upgrade publications of child literacy and ESL research and relevant information

Capabilities

The NLLIA -Child Literacy and ESL Research Network provides a national structure through which research information and expertise across the nation can be shared. The Network has a location or Node within a higher education institution in every State and Territory to ensure local points of contact and referral.

The Network will develop links between research and practice, disseminate information, and facilitate dialogue and collaboration through the organisation of workshops and colloquia. The Network provides information, recommendations and directions in the areas of English as a mother tongue and English as a second language.

Staff

- Irlande Alfred, Coordinator Child Literacy and ESL Research Network, BA, M Ed Studies (Monash)

Victorian Node:

- Christine Davison, Institute of Education, Melbourne University
- Dr Howard Nicholas, School of Education, La Trobe University

New South Wales Node:

- Associate Professor Trevor Cairney, Director, University of Western Sydney, Nepean
- Cathy Buckingham, Research Assistant

Queensland Node:

- Professor Peter Freebody, Faculty of Education, Griffith University
- Professor William Corcoran, Queensland University of Technology
- Jill Ryan, Research Assistant

South Australian Node:

- Associate Professor Jill Burton, Director, Centre for Applied Linguistics, University of South Australia
- Sue Richards, Research Assistant
- Peter Mickan, Research Assistant

Northern Territory Node:

- Peter Wignell, Director
- Sue Smith, Researcher

Tasmanian Node:

- Juliet Partridge and Claire Hiiler, Directors, University of Tasmania
- Ida McCann and Margaret Penson, Research Assistants

Australian Capital Territory Node:

- Dr Don Phillips and Brian Gray, Directors, University of Canberra
- Rosina Vickers, Research Assistant

Projects 1990 - 1993

Network commenced 1991

Child Literacy and ESL Network Nodes established in the Northern Territory, 1992

Child Literacy and ESL Research Network Nodes established in South Australia, Queensland, Victoria, New South Wales, the Australian Capital Territory, 1993

Resource and Information Centre established University of Tasmania, 1993

Literacy and ESL Research Database established at LATTICE, University of Queensland, 1992

Conferences

Network Mini Symposia:

Victorian Node Mini Conference, Language Expo, Melbourne, July 1992

Tasmanian Mini Symposium, Hobart, October 1992

Queensland Mini Symposium, Brisbane, November 1992

NSW Mini Symposium, Sydney, January, 1993

Northern Territory Mini Symposium, Alice Springs, April, 1993

Western Australian Mini Symposium, Perth, April 1993

ACT Mini Symposium, May 1993

Other Conferences, Seminars:

ANU Linguistic Seminar, May 1992

Languages EXPO, NLLIA, Melbourne, July 1992

AARE Conference, Deakin University, November 1992

ACTA/ATESOL Conference, Adelaide, January 1993

LERN Conference, Sydney, May, 1993

Hong Kong Conference, paper delivered: *Professional Development with a Difference*, May 1993

ARA International Conference, Melbourne, July 1993

ALAA Conference

Worlds Indigenous Peoples Conference on Education, Wollongong University, 1993

National Symposium, ARA International Conference Melbourne, July 1993

NLLIA/Australian Literacy Federation Forum

National Forum on *Exemplary practice of literacy programs for indigenous students in mainstream classrooms*, Canberra, 1993

Adult Literacy Research Network

Objectives

- to advocate literacy and literacy education issues to government, industry and the community
- to provide a national focus for adult literacy research activity, planning, coordination and dissemination
- to develop and maintain appropriate databases on adult literacy research, personnel activities and resources
- to upgrade publication on adult literacy research and relevant information

Capabilities

The NLLIA-Adult Literacy Research Network (ALRN) provides a national structure through which research information and expertise can be shared across the nation. The Network has a location, or Node, within a higher education institution in every State and Territory to ensure local points of contact and referral. The Network develops links between research and practice, disseminates information, and facilitates dialogue and collaboration through the organisation of workshops, forum and symposia. The national coordinator of the ALRN is located at the NLLIA Victoria Office

The Network has the capacity to coordinate national research projects; arrange and manage collaborative research projects; refer individuals and institutions to the relevant expertise in the field; and provide advice based on research findings to government agencies, industry and the general community.

Staff at 31 December 1993

- Rosaleen McKenna, Coordinator, BA Dip Ed (La Trobe)
- Phyll Williams, Personal Assistant

Victorian Node:

- Professor John Wilson, Director,
- Beverly Campbell, Coordinator

New South Wales Node:

- Hermine Scheeres, Director
- Patricia Ward, Coordinator

Queensland Node:

- Dr Joy Cumming, Director
- Sandy Muspratt, Research Assistant

Northern Territory Node:

- Peter Wignell, Director
- Sue Smith, Researcher

South Australian Node:

- Associate Professor Jill Burton, Director
- Sue Richards, Research Assistant

Tasmanian Node:

- Claire Hiller and Juliet Partridge, Directors
- Ida McCann, Vinh Ho, Research Assistants

Projects 1990 - 1993

Network commenced 1991

Adult Literacy Research Network Nodes established in the Northern Territory, 1991

Adult Literacy Research Network Nodes established in NSW, SA, WA, Qld, 1992

Literacy and ESL Research Database established at LATTICE, 1992

Adult Literacy Research Network established in Tasmania and Victoria, 1993

Research project to examine profile of adult literacy and basic education students in the ACT, 1992 - 1993

Network Node Projects

Project identifying the literacy needs of Kakadu Park Rangers, Northern Territory Node, 1992-93

Teacher research on classroom discourse, SA Node

Conference Activity 1990 -1993

Convened, presented a paper, or conducted a workshop:

The South Australian Council for Adult Literacy, Opening Address, September, 1992

The Australian Council for Adult Literacy National Conferences, Sydney, October, 1992

National Symposium, NLLIA Languages Expo, Melbourne, July 1992.

The Australian Council for Adult Literacy Forum, *Interface Between Adult Literacy and Adult ESL*, Adelaide, 1993

The Australian Council for Adult Literacy Forum, Brisbane, November, 1993.

The Victorian Adult Literacy and Basic Education Council State Conference, Deakin University, July, 1993

LERN Conference, Sydney, 1993

AARE Conference, Perth, November, 1993

Attended:

Critical Literacy Working Conference, Griffith University, Brisbane, 1992

Conferences, symposia and forum convened by the ALRN Nodes:

WA, Curtin University, October 1993

Vic, November, Victoria University of Technology, 1993

Queensland, Griffith University, November 1993

Advisory work

Member of ESL and Literacy Section, DEET Project Advisory Committees 1992

Member of ESL and Literacy Section, DEET, Project Selection Panel, 1993

Critical Friend, ACTRAC project to develop a national competence framework for adult ESL, literacy and numeracy, 1992-4

Member of user group, Australian Bureau of Statistics Household survey on adult literacy

Member ESL Reference Group, DEET Victoria, 1993

Member Adult Literacy Working Party, DEET Victoria, 1993

Advice to Community Programs Division, DEET, Special Intervention Program, December 1993

Visitors

Dr Eunice Askov, Director, Institute for the Study of Adult Literacy Pennsylvania State University, Pennsylvania, USA

Dr Ruth Nickse, University of Massachusetts, Boston, USA

Dr Leslie Limmage, Adult Basic Education, UNESCO, Paris, France

Dr Brian Street, University of Sussex, UK

Dr Cheryl Gowans, Centre for the Study of Adult Literacy, Georgia State University, USA

Publications

Editorial Board, *Open Letter*, the journal for adult literacy in Australia.

Network Notes: News from the Adult and Child Literacy and ESL Research Networks.

Articles contributed to the following journal and professional newsletters:

Fine Print, the journal of the Victorian Adult Literacy and Basic Education Council.

Literacy Link, the newsletter of the Australian Council for Adult Literacy.

Literacy Update, the newsletter for the ESL and Literacy Section of DEET.

The ARIS Bulletin, the journal of the NLLIA and Adult Community and Further Education Board, Victoria.

Language Acquisition Research Centre (LARC)

The NLLIA-Language Acquisition Research Centre focuses on psycholinguistic factors in language acquisition, development of computational tools for linguistic research, and testing and training of analysts. LARC also provides in-service and professional development courses for language teachers and a Diploma in Modern Language Teaching. NLLIA-LARC is located across three sites at the University of Sydney, the University of Western Sydney, Macarthur and the Australian National University.

Objectives

- to carry out and promote research into language acquisition
- to promote the application of second language acquisition research especially to language teaching
- to foster the professional development of language teachers

Capabilities

- High level research on learner profiling as a basis for developing effective language programs
- Marketing and training in the use of Rapid Profile tools for analysing stages of learners language development
- Professional development for teachers of modern languages
- Description of stages of acquisition of particular (second) languages

Staff

- Prof. Brian Taylor, Centre Coordinator, University of Sydney site, Dip App Ling (Edin) MA, Dip Ed.
- Manfred Pienemann, Director, Australian National University site, Dr Phil (Wuppertal)
- Bruno Di Biase Acting Director, University of Western Sydney site, BA (Macq) NAATI 3
- Jenefer Philp, Diploma Modern Language Teaching Coordinator (University of Sydney) BA Hons, Dip Ed (Syd) MPhil (Syd)
- Allison Mackey, Research Fellow
- Andrew Freeman, Computer Technician
- Malcolm Gillies, Computer Maintenance
- Kirsten Hunter, Researcher
- Malcolm Johnston, Research Fellow

Projects

- The Stages of Acquisition of Italian as a Second Language
- The Stages of Acquisition of Spanish as a Second Language

These projects aim to find out the stages of learning Italian and Spanish as second languages. The research involves collecting naturalistic speech data from a number of subjects, transcribing and checking of transcriptions. The final step involves the transfer of transcript data into Coala 4D database and creation of actual lexicon.

Completed 1993. Funding: LARC with a contribution from UWS Macarthur Internal Research Fund.

- Italian Language In-service

This project involves organising in-services for teachers of Italian and advisers in Australia. LARC UWS is responsible for this project.

Completed November 1992. Funding: Participants and Italian Embassy.

- Italian Language In-service and Information unit for Teachers and Advisers

This project involves establishing a NLLIA Unit for Italian Teaching, Learning and Information. LARC UWS is responsible for this project.

Starting date November 1992. Funding: NLLIA and Italian Embassy.

- Adaptation of Diploma in Modern Language Teaching and planning of a Master (research) course

This project involves assisting Macarthur University with adapting the Diploma in Modern Language Teaching to create a graduate diploma/bridging course for language teachers, and creating a Master program in Second Language Acquisition. LARC UWS is responsible for this project.

Completed 1993. Funding: USW Macarthur.

- Language Support Program for Italian Background Children

This program involves evaluating a vacation child care program conducted in Italian in order to ascertain its validity in terms of language learning outcomes and possibly compare such outcome to that of other types of language programs of similar length of exposure.

Completed 1993. Unfunded.

Cooperative Projects:

- Nine Key Languages Project

This NLLIA nationally coordinated project will develop language education profiles for nine languages which were identified by the National Policy on Languages as important to Australia's social and economic future. LARC/UWS is responsible for the Italian Profile Project.

Completed September 1992. Funding: NLLIA.

- ESL Development: Language and Literacy in Schools Project

This NLLIA national research project is coordinated by LTACC, and involves LTACC, LTC and LARC.

- LARC: Review of child ESL literature; expansion of existing language assessment device (Rapid Profiling) for Child ESL; validation of this device, and cross-validation (response to scales and assessment activities developed in other components of the Project).

Completed 1992.

- Data Elicitation Project

The project focuses on eliciting speech from language learners in order to conduct research into interlanguage processes or to assess the developmental level of language learners. It involves designing, developing, and testing task-based elicitation procedures.

Funding: NLLIA.

- Semantic Universals Project

The project aims to describe and explain how grammatical structures evolve from semantic structures, empirically test hypotheses about the innateness of certain linguistic principles, and formulate hypotheses about the initial state in L2 acquisition. Funding: Australian Research Council Grant.

- Interlanguage Compact Discs Project

The project aims to produce a series of interlanguage CDs. These CDs can be used by teachers, teacher-trainers and SLA researchers in any environment where easy access to interlanguage data is required. Funding: NLLIA.

- Continuing improvement of COALA (Computer-Assisted Linguistic Analysis) package

- Restructuring existing resources as a basis for multimedia development work in tertiary education

- Completion of an experimental study of second language acquisition comprehension processes
- Production of CDs with interlanguage data to be used for English as a Second Language (ESL) training and Rapid Profile training
- Production and distribution of spoken linguistic data in the form of audio compact discs
- Completion of an empirical study of acquisition of Spanish and Italian using COALA
- Production of Rapid Profile as a commercial product
- Evaluation of effectiveness of Rapid Profile training
- Examination of the use of Interlanguage parser in an intelligent grammar checker
- Completion of an empirical study of ESL acquisition by the deaf with NLLIA-Centre for Deafness and Communication Studies
- Completion of empirical studies of the acquisition of French and English as L2
- Completion of an empirical study of English and German as an L2 comprehension
- Development of an interactive analysis package
- Measurement of linguistic outcomes in Italian language maintenance programs
- Completion of the Italian Profile Project
- In-service training of Community Language Teachers
- Professional development (Diploma) for teachers of languages
- LRL: Learning languages through Reading and Listening Projects

Publications

Books and journals:

Bettoni, C. and Di Biase, B. 1992, *L'insegnamento dell'italiano in Australia, in L'insegnamento della lingua italiana all'estero*, Torino, Edizioni della Fondazione Giovanni Agnelli, Torino.

Bettoni, C., 1990, *Teaching Community Languages*, LARC, University of Sydney, Sydney.

Beitoni, C., 1990, *The Place of Italian in Australian School*, LARC, University of Queensland, Brisbane.

Campbell, S. and di Biase, B. (eds), 1989, *Translation Practice in an Australian Context*, Macarthur Institute of Higher Education, School of Education and Language Studies, Sydney.

Di Biase, B. Andreoni, G., Andreoni, H. and Dyson, B., 1993, *Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia. Volume 6 - Italian*. NLLIA, Canberra.

Mackey, A., Doughty, C. and Pienemann, M., 1991, *Are tasks effective in eliciting specific linguistic structures?*, University of Sydney, Sydney (manuscript).

Pienemann, M., 1990, *LARC Research Project 1990*, University of Sydney, Sydney (manuscript).

Pienemann, M., 1992, *Language Acquisition in the Classroom*, University of Sydney, Sydney (manuscript).

Journal Articles:

Mackey, A., Pienemann, M. and Thornton, I., 1991, *Rapid Profile - a second language screening procedure*, *Language and Language Education*, Vol. 1, No. 1, pp. 61-82.

Pienemann, M. and Mackey, A., 1993, 'An Empirical Study of Children's ESL Development' in *ESL Development: Language and Literacy in Schools*, McKay, P. (ed.), pp 115-259, NLLIA and AGPS, Canberra.

Pienemann, M., 1989, *Is Language Teachable? Psycholinguistic Experiments and Hypotheses*, *Applied Linguistics*, Vol. 10, No. 1, pp. 52-79.

Pienemann, M., 1992, 'A Computational system for interlanguage analysis', *Second Language Research*, Vol. 8, No. 1, pp 59-92.

Pienemann, M., 1992, 'Psycholinguistic mechanisms in second language acquisition', *Studies in Second Language Acquisition*, Special issue.

Chapters of Books:

Bettoni, C. and di Biase, D., 1991, L'insegnamento dell'italiano in Australia: prospettive per gli anni novanta, in *L'italiano lingua Seconda: Modelli e strategie per l'insegnamento*, Mazzoleni, M. and Pavesi, M (eds), Franco Angeli, Milano.

Bettoni, C. and di Biase, D., 1992, L'insegnamento dell'italiano in Australia, in *L'insegnamento della lingua italiana all'estero*, unknown, Edizioni della Fondazione Giovanni Agnelli, Torino.

Biase, D., 1989, Italian in Australian Schools and Universities, in *Understanding Italy*, Bettoni, C. and Lo Bianco, J. (eds), Frederick May Foundation for Italian Studies, University of Sydney, Sydney.

Biase, D., 1989, The Community Factor in Translation, in *Translation Practice in an Australian Context*, Campbell, S. and di Biase, B. (eds), unknown.

Clyne, M., 1990, German and Dutch in Australia: Structures and use, in *Language in Australia*, Romaine, S. (ed.), Cambridge University Press, Cambridge.

Pienemann, M. and Jansen, L., 1991, Computational analysis of language acquisition data, in *Computers in Applied Linguistics*, Pennington, M. and Stevens, V. (eds), manuscript.

Available Papers, Reports, Submissions and Working Papers:

Alvarez, M., Gonzalez, C., Mur, C., and Torruella, M., 1993, *The Acquisition of Spanish as a Second Language: A research project and its didactic implications*, NLLIA Language Acquisition Research Centre Occasional Papers No. 5, University of Sydney, Sydney.

Di Biase, B., 1993, *Teaching a second language in primary schools: some practical implications from an SLA perspective* (in press), NLLIA Language Acquisition Research Centre Occasional Papers No. 5, University of Sydney, Sydney.

Pienemann, M., 1992, *Assessing Second Language Acquisition Through Rapid Profile*, Paper presented at the Interfaces between SLA and Language Testing Research conference, American Association of Applied Linguistics, Seattle (Printed in a special issue of *Studies in Second Language Acquisition* 1992).

Pienemann, M., 1992, Language acquisition and Profiling: Rapid Profile. Plenary address presented at the annual conference of the Societa Linguistica Italiana in Siena, Italy. November 1992.

Pienemann, M., Thornton, I. and Mackey, M., 1992, Rapid Profile: On-line diagnostic screening of interlanguage acquisition by expert system. Paper presented at the Language Testing Research Colloquium, University of British Columbia, Vancouver, 28 February-1 March 1992.

Computer Programs:

Pienemann, M. and Thornton, I., 1991 Profile Analysis. LARC, Sydney

Pienemann, M., Jansen, L. and Thornton, I., 1991, COALA: Computer-aided linguistic analysis. LARC, Sydney University.

Thornton, I., 1993, LEMMA: Linguistic Event MultiMedia Analysis. LARC, Sydney University.

Centre For Deafness And Communication Studies (CDCS)

The NLLIA-Centre for Deafness and Communication Studies (NLLIA-CDCS) focuses on assisting deaf and hearing impaired people. CDCS works with language and literacy organisations and networks to achieve its aim of mainstreaming deafness language matters, by utilising NLLIA centres' materials and using members of NLLIA centres as consultants to CDCS projects. CDCS is located in the Faculty of Education, Griffith University, Queensland.

Objectives

- to increase community awareness of hearing loss and its effects on the lives of deaf and hard of hearing people and children
- to represent signing deaf people in the Australian community as normal people using language in special ways
- to conduct research and development projects into the improvement of signed, spoken and written English for deaf people
- to conduct research and development projects into the understanding and use of Australian Sign Language (Auslan)

Capabilities

- Expert advice and training on deafness matters, especially in education and welfare
- Research and consultancy on deafness matters, especially on education, welfare, community and cultural issues
- Training for teachers and other professionals on deafness related issues
- Language and communication and development and evaluation via computer and video assisted instruction

Staff at 31 December 1993

- Associate Professor Des Power, AM, PhD, MEd, BA, Director
- Karen Farrow, MA, BA, Dip Ed
- Breda Carty, BA, Dip Ed, MA
- Associate Professor Merv Hyde, AM, PhD, MEd Studies, BEd
- Maree Madden, BEd
- Lesley Nutley, Administrative Officer

Projects 1992-93

- Australian Sign Language Proficiency Rating Scale

Two drafts of 'Levels Statements' have been developed and critiqued. A major presentation on the Scale was made to the Deaf Community in April, 1993 and January, 1994 as a result of which a trial version was prepared in consultation with Professor Ingram and Ms Wylie of NLLIA's Language Testing and Curriculum Centre. Trial raters are being trained and field trials conducted. An ongoing program of observation of Auslan learners and collation of samples of signing at various levels is currently being conducted. A final version of the Scale will then be prepared for extended testing for reliability and validity in early 1994.

- Australasian Signed English Proficiency Ratings

An initial draft of the Scale was prepared and experts in the area asked to comment on it early in 1993. A revised draft of the Scale is now in the hands of the field assessors, who will trial and comment on it for preparation of the final version for extended trialling as for Project 1. Responses are due in by the end of May. A presentation on the Scale was made to a National Workshop for teachers of the deaf in June, 1993, and the Triennial Conference of the Australian Association of the Deaf in January, 1994, where it was very well received and the urgent need for such a Scale noted.

- Analysis of the Written English of Deaf Students and Adults

Associate Professor Power and Ms Farrow (Research Fellow) have been trained at NLLIA LARC in the use of the COALA system. The program has been purchased and the first corpus of deaf student writing at a number of levels of proficiency has been collected. Analyses of the data will be conducted after collation of the student texts.

- Analysis of the Signed English of Deaf Students

No progress to date as start waits upon availability of 'Rapid Profile' program from LARC.

- Computer Assisted Instruction in English for Deaf Students

Extensive work has been done on the development of 'Writing Safari' on Hypercard and trialling of sections of the program is in progress. 'Safari' is a top-down genre based approach to writing instruction presenting Narrative, Recount, Report and Persuasive genres in the context of a trip to Kakadu. Sub-programs will give practice in self-editing at the discourse and sentence levels. Papers and workshops were presented in June at the Eleventh National Workshop on Communication Curriculum for Deaf Students and the AALA Congress in September. The project received valuable feedback from teachers of the deaf and ESL and second language CALL practitioners. A half-day workshop was presented at the Australian and New Zealand Conference for Educators of Deaf Students in January 1994.

- Describing Language and Literacy Development In Child School ESL

This project goes hand-in-hand with the ESL Bandscales and other materials developed by NLLIA LTACC and LTC. Trial versions of part of the materials have gone to experienced teachers of the deaf for evaluation. Now that the published versions of the ESL Scales are available, work will resume on adapting them for use with deaf students.

- Assessment of Deaf Children's Language and Speech

Several instruments for the evaluation of deaf children's speech, language and communication are under development. The most advanced is 'Describing Speaking', which is currently undergoing field trials. A final version of this test will be available for sale late in 1993.

- A Language and Deafness Database

Preliminary discussions about the development of the database have been conducted with NLLIA LATTICE.

Teaching, Training and Development Activities 1992-93

- Eleventh National Workshop on Communication Curriculum Development for Deaf Students, Brisbane, July 1993; 50 teachers of the deaf.
- National Workshops on Teacher and Allied Professionals Development in the Education of Deaf Students, Indonesian National Federation for the Welfare of the Deaf, Jakarta, January, 1992, 1993; 70 teachers of the deaf and allied professionals in each case.
- First National Workshop on Australian Sign Language Interpreter Development, January 1993; 25 interpreters.
- Weekend workshop: Deaf Studies I: Community and Culture; Sydney, February, August, 1993.
- Weekend workshop: Deaf Studies II: History of the Deaf Community; Sydney, March, September; Brisbane, May, 1993.
- Weekend workshop: Deaf Studies III: Sign Language Use in the Deaf Community; Sydney, May, October; Adelaide, November, 1993.
- Weekend workshop: Deaf Studies for Interpreters; Perth, September, 1993.
- Workshop on History of Sign Language Interpreting; Perth College of TAFE, September, 1993.
- 'Hands On': Practical Training for Auslan Teachers, Why Teach Auslan? Stanwell Tops, February, 1992.
- 'Hands On': Practical Training for Auslan Teachers, Professional Issues for Auslan Teachers. Stanwell Tops, February, 1992.
- How to Present a Course Relating to Deaf Culture. Royal South Australian Deaf Society, Adelaide, April, 1992.

- Weekend workshop: Deaf Studies I: Community and Culture; Sydney, February, August, October, 1992; Brisbane, July, 1992.
- Weekend workshop: Deaf Studies II: History of the Deaf Community; Sydney, April, September; Brisbane, July, 1992.
- Weekend workshop: Deaf Studies III: Sign Language Use in the Deaf Community; Sydney, June, November, 1992.
- Workshop on Deaf Studies at the Royal Melbourne Institute of Technology, Melbourne, November, 1992.

Publications 1992-93

Carty, B. 1993 The Deaf Community, language and culture and the impact of the TTY. In A. Chandler, *New Communication Technologies and Participation by the Hearing Impaired*. Melbourne: Telecom Social Policy and Research.

Carty, B., Power, D., Davie, C. and Rushby, P. 1993 *A Piece of Cake: Communicating with Deaf People* (Videoscript and Training Manual). Centre for Deafness Studies and Research.

Carty, B., and Power, D. 1992 *National Directory: Organisations of and for Deaf and Hearing Impaired People in Australia*. Sydney: Deafness Resources Australia (2nd Printing, February, 1993).

Carty, B., Davie, C., and Power, D. 1992 *Signs of language* (Videotape). Centre for Deafness Studies and Research.

Hyde, M. and Power, D. 1992 Receptive communication abilities of hearing impaired students. *American Annals of the Deaf*, 137, 389-398.

Hyde, M. and Power, D. 1992 The use of Australian Sign Language by Deaf people. *Australian Disability Review*, 3-92, 30-41.

Hyde, M. and Power, D. 1992, Summer The use of Australian Sign Language by Deaf people. *Sign Language Studies* 75, 167-182.

Hyde, M. and Power, D. 1992 Receptive communication abilities of hearing impaired students. *American Annals of the Deaf*, 389-398.

Hyde, M., Power, D., and Cliffe, S. 1992, Summer Teachers' communication with their deaf students: an Australian study. *Sign Language Studies* 75, 159-166.

Madden, M. 1992 *Sign-to-voice interpreting skill development kits, 1-4*. (Videotapes and User's Manuals). Centre for Deafness Studies and Research.

Power, D. 1993 Very long-term retention of a first language without rehearsal: A case study. *Applied Cognitive Psychology*, 7, 229-237.

Power, D. 1992 Deaf people: A linguistic and cultural minority or a disability group? *Australian Disability Review*, 4-92, 43-48.

Power, D. and Hyde, M. 1992. The cochlear implant and the Deaf community. *Medical Journal of Australia*, 157, 421-422.

Conference Activity 1992-93

Carty, B. (1993). *Auslan Proficiency Rating Scale*. Poster presentation, National Deafness Conferences, Melbourne, April.

Carty, B. (1993). *Entertaining Ourselves and Others: Artistic Expression in the Deaf Community*. The 'Voices of a Margin' Conference, Rockhampton, December.

Farrow, K., Power, D., and Freebody, P. Paper presented at the ALAA Eighteenth Annual Congress (Applied Linguistics Association of Australia), University of Adelaide, September 26-29, 1993. *Computer-assisted writing development for deaf students: 'Writing Safari'*

Power, D., Farrow, K., and Freebody, P. Paper presented at the Eleventh National Workshop on Communication Curriculum for Deaf Students, Brisbane, June, 1993. *'Writing Safari': Computer-assisted development of written English for deaf students*.

Business Language Services

The NLLIA-Business Language Services' primary focus is to enhance national and organisational economic performance and international relations by working with Australian and overseas businesses to plan, develop and provide comprehensive language and international business communication and training services. The NLLIA-Business Language Services office is located in Adelaide.

Objectives

- to establish and maintain consultative relationships with the Australian business community and the language industry, and to ensure effective communication and harmonious planning of the provision of language services
- to promote and provide consultancy services to business, industry, governments and professional bodies in the planning and provision of business-oriented language and related services
- to promote, coordinate and provide training services to business, industry, government and professional bodies that will demonstrate best practice in the field by accessing human and physical resources of the highest quality
- to make recommendations and submissions to government on language-related policy as it affects economic performance and international business relations
- to contribute to improving the quality and relevance of language education and foster the development and expansion of a professional language service provision to business by working with public and private sector service providers, teacher training institutions and professional bodies

Capabilities

- Intercultural communication training and country briefing
- Language training for business and technical purposes
- Specialised English language training for overseas and Australian professionals
- Effective writing for international communications and marketing
- Business and technical interpreting and translating
- Vocational language proficiency testing
- National referral service of language and culture providers

Staff

- Robert Bean, Manager Business Language Services, 1993

Projects 1990 - 93

Proposals 1993

- Australian Institute of Exports Diploma Course: Accepted 94/95
- DETAFL Workplace Education workshop: Accepted
- DETAFL Multicultural Management Workshops(2 days): Accepted
- SA Centre for Manufacturing Consultant Training Proposal: Pending
- SA Chamber of Commerce Consultant Training Proposal: Pending
- Ethos Australia Briefing Program: Accepted for 1994
- Agri-Food Council LOTE in Workplace Study: In Preparation

Joint Proposals 93-94

- Austrade Exporter Education Development Grant Submission w/CWCC re: Vocational ELT Professional Development Program: In Preparation
- Aero Space Industries proposal with Language Access P/L, Melbourne re: Indonesian Engineer ELT /Culture Training: Pending

Submissions

- WELLP 1994 National Resource Project Submission: Pending
- National Language Link 1994: In Preparation

Other Activities 1993

Business Language Services conducted consultations with approximately 200 business, provider, professional, government and other groups or organisations in 1993. These consultations, along with desk studies of research reports and selected media and attendance at over 40 seminars, conferences and formal meetings related to export, business development and languages informed the redefinition of the 1993 BLS project.

In 1993 BLS submitted seven proposals to business and government organisations, three of which have now been accepted, representing contracts totalling \$29,500. The outstanding proposals, excluding the proposal to develop a national language services referral network, represent potential contracts totalling \$120,000. BLS advertisements in export-oriented and language-related publications and in the Adelaide Yellow Pages have since July resulted in over 30 enquiries from companies and individuals, two of which have been referred to NLLIA providers in other States.

A limited number of services were provided. These included the conduct of three cross-cultural communication workshops, language teacher referrals to business, a staff and accommodation search for an interstate client company and arranging for three NLLIA Centre for Workplace Communication and Culture workshops in Adelaide in 1994.

Conference Activity 1990-93

Austrade New Exporters Seminar, 18 March, Adelaide
Licensing Executives Society Markets in Asia Conference, 26 March, Adelaide
ACAL Forum, 25-26 March, Adelaide
Adelaide International Trade Expo, 19-20 April
Austrade Export Award Winners Seminar, 27 April, Adelaide
CSIRO Manufacturing Month Conference, 18 May, Adelaide
Productive Diversity Workshop, 20 May, Sydney
Aust Inst of Exports Presidents Reception and AGM, 27 and 28 May, Adelaide Languages and Careers Conference, 31 May, Adelaide
SA Means Business Conference, 7 July, Adelaide
Austrade Marketing in Asia Seminar, 22 July, Adelaide
Human Resources Week AHRI Breakfast, 30 August, Adelaide
Communication in Workplace Conference, 1-4 September, Sydney
NLLIA Corporate Planning Conference, 9-10 September, Canberra
SA Food and Beverage ITC AGM, 15 September, Adelaide
National Business Network Expo, 20 October, Adelaide
Productive Diversity Conference, 12 October, Brisbane
UTLC Migrant Workers Centre Launch, 15 October, Adelaide
Productive Diversity Conference, 21 October, Adelaide
CEDA Presidents' Dinner, 28 October, Adelaide
Business Asia Convention, 8-9 November, Adelaide
NSW Exporter Information and Services Network meeting, 18 November, Sydney
Australian Institute of Exports Presidents Reception, 1 December, Adelaide
Presentation: Workplace Education, ASEAN-Australia VOCELT Workshop, 16 February, Jakarta
Speech: Launch of SA I/T Centre, 30 July, Adelaide
Paper: Integrating Communication and Skills Training, Communication in the Workplace Conference, 3 September, Sydney
Speech: AUSIT AGM Opening Remarks, 25 September, Adelaide
Presentation: Workplace Education, ASEAN-VOCELT Workshop, 7 December, Singapore

Radio/TV Interviews:

ABC Regional Radio (SA and Western NSW) Workforce Diversity and Workplace Language and Literacy Training interview, 13 May, Adelaide
5PBA FM Adelaide: Reader Friendly Campaign interview 17 September
Channel 7, TV AM: Reader Friendly Campaign interview 29 September

Centre For Workplace Communication And Culture (CWCC)

The NLLIA-Centre for Workplace Communication and Culture focuses on communication and cross-cultural skills in the workplace, competency standards, literacy pedagogy, Aboriginal language and literacy, the media and cultural diversity, and university management and curriculum in relation to international students. NLLIA-CWCC is based at the University of Technology, Sydney, and also from 1994, at James Cook University in Townsville.

Objectives

- to set new management agendas and to foreshadow new types of worklife and enterprise
- to undertake research and provide consultancy advice to industry on managing culturally and linguistically diverse workforces, markets and clients
- to establish productive partnerships with a very wide range of worksites from both the private and public sectors, and to develop fundamental state-of-the-art analyses of issues of cultural difference and communication in the workplace and in the market place

Capabilities

- Research on culture and communication in the workplace with a special emphasis on the issues that arise from the cultural and linguistic diversity of the Australian workforce
- Training programs on workplace communication and culture for private, public and community sectors
- Consultation and advice on the development of
 - strategies for the optimal use of linguistic and cultural resources
 - skills and language audits
 - approaches to award restructuring and micro-economic reform
 - productive interconnections of enterprise planning and management with multicultural social policy

Staff

- Bill Cope, Director, BA, PhD (Macq)
- Diana Slade, Associate Director, BA (Adel), MA (Lond), Dip Ed (Murray Park CAE)
- Prof. Mary Kalantzis, Research Director, BA, Dip Ed, PhD (Macq)
- Nicky Solomon, Research Manager, BA, Dip Ed, MA, TESOL (Syd)
- Daphne Brosnan, Training Manager, BA (Macq); Teachers Cert.
- Penny Crittle, Project Officer, BA (Macq)
- Andrew Lohrey, Research Fellow, BA (TAS), PhD (UTS)
- Alan Luke, Reader, BA (Calif), MA, PhD (S Fraser)
- Adriana Hassapis, Administrator
- Myrna Chambers, Administration Assistant

Projects

- Development and Trialling of Training Modules on Workplace Communication and Culture
This project evaluated key areas of need for industry training on issues of workplace communication and culture. It involved the development, trialling and publishing of twelve training modules and a report on the significance of workplace communication and culture training in industry restructuring and micro-economic reform in Australia.

Funding: For 1991-1992, \$430,669 from the New South Wales Education and Training Foundation; 1993 \$100,000 from the National Languages and Literacy Institute of Australia.

- Developing a Theoretical and Practical Framework for Action for the CWCC
In the view of the CWCC team, increasing local diversity and increasing global interdependence is making the negotiation of cultural differences a critical issue for all productive enterprises in every aspect of their operation: in management, in recruitment and promotions, in marketing, and so on. Diversity, in short, is now a central and fundamental element in an enterprise's success or failure. It is not just about minorities or personal attitudes.

- **Trialling and Evaluating the Human Rights and Equal Opportunity Commission's 'Diversity Makes Good Business' Training Program**

In 1991 the HREOC commissioned the CWCC to conduct the final process of trialling, evaluation and revision of its Diversity Makes Good Business training program. Funding: Human Rights and Equal Opportunity Commission \$100,559.

- **A Comparative Study of Japanese and Australian Systems of Management and Training**

In January-February 1992, Mary Kalantzis and Bill Cope visited a range of Japanese industries, investigating the relation of the so-called 'Japanese model' of management to training practices. The second stage of the project is to visit comparable organisations in Australia — in some cases the Australian division of the same Japanese corporation.

- **'Literacy in the Workplace' CD-ROM, Self-paced Literacy Training Course**

This project introduced CD-ROM technology to training in Australia. The curriculum framework guiding the project was concerned with the development of reading skills relevant to generic workplace texts. Such texts include signs, forms, procedures, diagrams and flowcharts and notices. Funding: Applied Multi Media \$3000.

- **International Conference: 'Communication in the Workplace: Culture, Language and Organisational Change'**

Jointly sponsored by the CWCC and the National Centre for English Language Teaching and Research at Macquarie University, an international conference entitled 'Communication in the Workplace: Culture, Language and Organisational Change' was held in Sydney on 2-4 September 1993.

- **Production of Self-Access Report Writing Modules for Management**

The CWCC was commissioned by BHP to develop a series of self-access report writing modules. Four modules were developed targeted at base-level management. The project involved detailed data collection and needs analysis, including interviews with key management personnel at BHP and the collection of examples of report writing — both unsuccessful and successful texts. Funding: BHP Pty Ltd \$28,318.

- **Development of a Literacy Strategy for the Sydney Water Board**

The CWCC tendered successfully to develop a literacy strategy for the Development Division of the Water Board, commencing April 1992. Funding: Sydney Water Board \$41,500.

- **Training Program for the Australian Broadcasting Commission on the Media and Cultural Diversity**

The CWCC was commissioned by the Australian Broadcasting Commission to conduct a series of training programs on the media and cultural diversity. The overall goal of this series was to provide a framework for ABC staff to decide how to respond to the ABC's location—between the demands of government (such as multicultural policy and Access and Equity requirements) and the apparent needs and interests of its audience.

- **Local Government Workplace English Language and Literacy (DEET) Project — Incorporating Language and Literacy into Industry Competency Standards and Competency Based Training**

The CWCC has been working collaboratively with the New South Wales Local Government Industry Training Committee (LGITC) in the development of competency standards for the operational band of workers. Funding: WELLP \$66,586.

- **A Train-the-Trainers Program for the State Rail Authority of New South Wales on the Role of Spoken and Written Language in the Workplace**

This program targeted in-house trainers, attempting to raise their awareness of the importance of language and literacy in the workplace, and giving them the skills and strategies to deal with issues of language and literacy in the design, development and presentation of materials and training programs. Funding: State Rail Authority \$14,454.

- The Pedagogical Relationships Between Adult Literacy and Communication

This project arose from a joint submission to the Adult Literacy National Projects 1991-2 round, from the CWCC at UTs, the National Centre for English Language Teaching and Research at Macquarie University, the NSW Adult Migrant English Service and the NSW Department of TAFE. The project had the following objectives:

- to identify and document the current understandings of the key terms 'communication' and 'literacy'
- to clarify and define these key terms as they relate to the needs, understandings and expectations of the fields of communication and adult literacy
- to draw out the implications of key definitions for policy planning, curriculum development and curriculum documentation
- to identify and exemplify models of good practice in the fields of communication and adult literacy
- to make recommendations for policy development in the articulation of communication and adult literacy program provision in relation to curriculum documentation, program planning, professional development and classroom practice.

Funding: DEET (ALLP) \$71,000.

- Disadvantaged Schools Program Non-English Speaking Background Parent Participation Project

In 1989 Mary Kalantzis and Bill Cope were invited by the DSP to conduct a study of parental expectations and senses of participation in two inner city Sydney schools — one primary and one secondary. The target groups were of Tongan, Greek, Aboriginal, Arabic and English speaking backgrounds. A Report entitled *The Parent-School Partnership* was published by the DSP in 1991 and republished by the Office of Multicultural Affairs in 1992. Funding: DSP \$36,000 (first stage), \$80,000 (second stage).

- New South Wales Department of School Education Anti-Racism Project

In April-June 1992 Mary Kalantzis was commissioned by the Metropolitan West Region of the NSW Department of School Education to conduct training sessions for principals and teachers on anti-racist strategies for schools. This involved mounting eight training sessions in eight schools.

- Office of Multicultural Affairs: Two-Stage Consultancy on Cross-Cultural Training

This was a joint project of the Centre for Workplace Communication and Culture and the Language and Society Centre, Monash University. Part 1 involved the development of a conceptual framework, in order to provide a clear and accessible outline of what might be needed in the area of cross-cultural training, the range of possible responses and the outcomes of various approaches. Part 2 involved the development of guidelines for selection of cross-cultural training courses.

Funding: OMA \$20,590.

- Servicing NESB Clients in TAFE: An Analysis of Staff Training Needs

The aim of this project was to conduct a needs analysis of cross cultural training for TAFE staff dealing with NESB clients. Funding: TAFE \$61,196.

- Project to Develop the National Framework of Adult English Language, Literacy and Numeracy Competencies

(In collaboration with Allan Luke of the School of Education at James Cook University, Townsville, and Rob McCormack of the Western Metropolitan College of TAFE, Melbourne.) The objectives of this project were to develop a National Framework of Adult English Language, Literacy and Numeracy Competencies, and to report on the issues that emerged in the process of developing the Framework and the consequences of the Framework for teaching, learning and assessment in educational institutions and the workplace. Funding: ACTRAC \$86,000.

- Department of Industry, Technology and Regional Development (DITARD) Project, Oral Communication in the Restructured Workplace: Teamwork, Consultation, Training and Job Performance

This project began in July 1993 and is funded by Department of Industry, Technology and Regional Development (DITARD) under the Food Industry Language and Literacy Program to develop three 'Train the Trainer' modules for use with food industry trainers, initially in the pilot industries and then across the food industry sector. Funding: DITARD \$139,861.

- National Food Industry Training Council: Language Syllabus Framework for the Core Generic Modules Project.

CWCC consultants were part of a larger team involved in an examination of the generic core modules of the Certificate of food Processing - Flour Milling and Stockfeed Milling Streams. The outcome was the development of a language syllabus framework that made explicit the language and literacy demands of the learning outcomes and the assessment tasks. Funding: National Food Industry Training Council \$9320.

- Special Project for the Development of English Language and Literacy Strategies, School of Education Studies, Batchelor College, NT. 1993-94

The objectives of this project are:

— to develop a framework of English Language and literacy competence appropriate to the nature and level of the courses within the School of Education Studies at Batchelor College, an Aboriginal College 100km from Darwin, in the Northern Territory

— to develop appropriate diagnostic assessment strategies; and to develop learning tasks and teaching strategies which will enable students consciously to develop the appropriate language and literacy skills within the context of their course. This will include the development of an on going staff development program.

Funding: DEET \$90,000.

- Servicing Cultural and Linguistic Diversity in Higher Education

One of the main thrusts of all the CWCC's research work has been the convergence of strategies for managing domestic diversity with the processes of internationalising the Australian economy. Higher education is an excellent example of this, and a particularly significant one given the export earnings possibilities — some being realised and some being squandered. At the end of 1993, this project is in its development stages. Commencing full scale implementation in 1994, it is planned that this project would involve training academic and non-academic staff working with a culturally and linguistically diverse student body and working with the universities on issues of curriculum and pedagogy.

- Registration and Accreditation of Adult Literacy and ESL Courses and Providers Available under Federal Labour Market Programs

This project involves the development of criteria for efficiency and effectiveness of literacy and ESL provision, accreditation and registration requirements in labour market training. The criteria will be incorporated within tender specifications for adult literacy and ESL courses provided through tendered labour market programs. Funding: ALLP \$136,000.

- Adding a 'Cultural Understandings' Competency to the Mayer Framework

This project, in consultation with national interest groups, will develop 'Cultural Understandings' as the eighth Key Competency to be added to the report of the Mayer Committee — Key Competencies. Funding: Qld Department of Education \$85,000.

- Australia-Asia Business Links

The CWCC has applied to DEET and DFAT for funding for projects to investigate the nature and context of different management cultures, and how these cultures operate effectively in the context of increasing regional economic integration. Another project seeks to research the interconnection of an increasingly globalised/internationalised economy and family linked businesses in different parts of the Pacific Rim.

Teaching, Training and Development Activities

Mary Kalantzis and Bill Cope, 'Towards a Social Literacy'

Clients: Northern Territory Department of Education, Darwin and Alice Springs, 16-18 June 1991.

Mary Kalantzis, 'Cross-cultural Communication'

Clients: Wollongong University, Wollongong, 8 and 15 November 1991.

Mary Kalantzis, 'The Media and Cultural Diversity'

Clients: ABC News and Current Affairs, Sydney, 28 February 1992.

Bill Cope, 'Ways of Teaching Literacy'

Clients: NSW Department of School Education Metropolitan West Region, Blacktown, 9 May 1992.

Mary Kalantzis, 'Issues of Culture, Communication and Training in the Workplace'

Clients: BHP Training Division, Wollongong, 21 May 1992.

Mary Kalantzis, 'Cultural Diversity Policy'

Clients: ABC Radio Executives, Sydney, 28 May 1992

Mary Kalantzis, 'The Media and Cultural Diversity'

Clients: ABC Television Documentaries, Sydney, 18 June 1992.

Bill Cope, 'Social Literacy and Multicultural Education'

Clients: SA Catholic Education Office, Adelaide, 2nd July, 1992.

Daphne Brosnan, 'Cross-cultural Communication'

Clients: Qantas, Sydney, 4 September, 1992.

Diana Slade, 'Role of Spoken and Written Language in Training'

Clients: State Rail Authority of New South Wales, Sydney, June-December, 1992.

Diana Slade, 'Report Writing'

Clients: BHP Management, Wollongong, November, 1992.

Bill Cope and Diana Slade, 'Managing for Cultural Diversity'

Clients: Australian Taxation Office, Dandenong, 10-11 November, 1992.

Mary Kalantzis, Bill Cope and Daphne Brosnan, 'Cultural Diversity'

Clients: Senior Management and Industry Trainers, UTS, Markets Campus, Haymarket, Sydney, 10-11 August, 1992.

Nicky Solomon, 'Communication in the Workplace' Booklet

Clients: NSW Labour Council, Sydney, February, 1993.

Nicky Solomon and Diana Slade, 'National Framework of Adult English Language, Literacy and Numeracy Competency'

Clients: NCELTR and AMES, Sydney, March and June, 1993.

Bill Cope, 'Cultural Diversity'

Clients: ABC Radio, Sydney, 1 March, 1993.

Mary Kalantzis, 'Cultural Diversity'

Clients: ABC Radio, Sydney, Melbourne, Darwin, Hobart, Adelaide, Brisbane, Perth, 25 May, 18 July, 4 and 25 August, 14, 23 and 30 September, 5 and 23 November, 8-9 and 22 December 1993.

Diana Slade, 'Managing for Cultural Diversity'

Clients: Australian Taxation Office, Sydney, 3 and 10 May, 1993.

Diana Slade, 'Methods for Cross-cultural Training'

Clients: Office of Multicultural Affairs, Sydney, 7 May, 1993.

Daphne Brosnan, 'Cultural Awareness'
Clients: Australian Bureau of Statistics, Sydney, 10 May, 1993.

Bill Cope, 'Train the Trainer: Cultural Diversity'
Clients: ABC Radio, Sydney, 15 June, 1993.

Nicky Solomon and Daphne Brosnan, 'Industry Orientation Workshops'
Clients: ALIO and TAFE Foundation Studies Training Division, Newcastle, Wollongong, Dubbo, Rooty Hill, Armidale and North Sydney, 4 June, 17 June, 26 August and 16 September, 1993.

Nicky Solomon, 'Literacy in the Workplace'
Clients: Chamber of Manufacturers, Parramatta and Artarmon, August and September, 1993.

Daphne Brosnan, Resettlement Simulation Game
Clients: Bethlehem College Teaching Staff, Sydney, 14 September, 1993.

Nicky Solomon and Kristine Brown, 'Plain English in the Workplace'
Clients: NCELTR, Sydney, September, 1993.

Publications

Books and Training Manuals:

Baylis, P., Joyce, H. and Slade, D. 1992 *Eight Steps to Effective Report Writing in the Workplace*. Training manual. NLLIA/CWCC.

Baylis, P., Joyce, H. and Slade, D. 1992 *Report Writing*. NLLIA/CWCC.

Baylis, P., Joyce, H. and Slade, D. 1992 *Report Writing*. — *Scientific/Technical*. NLLIA/CWCC.

Baylis, P., Joyce, H. and Slade, D. 1992 *Accidents and Incidents in the Workplace: Reports*. NLLIA/CWCC.

Castles, S., Cope, B., Kalantzis, M. and Morrissey, M. 1990 *Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia*, Pluto Press, Sydney and London, 1988, 152pp. Second edition, 1992, 218pp.

Cope, B. (ed.) 1992 *Policy into Practice: Essays on Multiculturalism and Cultural Diversity in Australian Society*, Working Papers on Multiculturalism No.20, Office of Multicultural Affairs, Canberra, 145pp.

Cope, B. and Kalantzis, M. (eds) 1993 *The Powers of Literacy: A Genre Approach to Teaching Writing*, Falmer Press, London, and University of Pittsburgh Press, Pennsylvania, 286pp.

Cope, B., Castles, S., and Kalantzis, M. 1991 *Immigration, Ethnic Conflicts and Social Cohesion*, Australian Government Publishing Service, Canberra, 67pp.

Cope, B., Pauwels A., Slade, D., Brosnan D. and Kalantzis, M. 1993. *Local Diversity, Global Connections: Core Principles for Effective Cross-Cultural Training*. A training manual to the Office of Multicultural Affairs, Canberra.

Hammond, J., Brosnan, D. et al. 1992 *English for Social Purposes*. NCELTR.

Human Rights and Equal Opportunity Commission 1994 *Diversity Makes Good Business*; Training Manual. AGPS.

Kalantzis, M., Brosnan, D. and Cope, B. 1992 *Managing Cultural Diversity*: Sydney: NLLIA/CWCC, University of Technology, Sydney.

Kalantzis, M., Brosnan, D. and Cope, B. 1992 *Managing Cultural Diversity: Migration*, Sydney: NLLIA/CWCC, University of Technology, Sydney.

Kalantzis, M., Brosnan, D. and Cope, B. 1992 *Managing Cultural Diversity: Socialisation*, Sydney: NLLIA/CWCC, University of Technology, Sydney.

Kalantzis, M., Cope, B. and Gurney, Robyn 1992 *The Parent-School Partnership: Issues of Parent Participation in Culturally Diverse Schools*, Disadvantaged Schools Program, New South Wales Department of Education, Metropolitan East Region, 1991, 130pp. Republished in the Working Papers on Multiculturalism series, Office of Multicultural Affairs, Canberra.

Lohrey; Andrew; (ed.) Forthcoming *Taking the Risk out of Democracy: Propaganda in the US and Australia*. UNSW Press.

Solomon, N and D. Prince Forthcoming *Language, Literacy and Training: Integrating Language and Literacy in Competency Standards and Competency Based Training*. CWCC.

Solomon, N. and Brown, K. 1992 *What is Plain English? Training Manual*. NLLIA/CWCC.

Solomon, N. and Brown, K. 1992 *Writing Plain English Workplace Documents. Training Manual*. NLLIA/CWCC.

Journal Articles:

Cope, B. and Kalantzis, M. 1992 'Contradictions in the Canon: Nationalism and the Cultural Literacy Debate', *Discourse*, Vol. 12, No.2, pp.85-115.

Cope, B. 1992 Review of 'Illiberal Education: The Politics of Race and Sex On Campus', by Dinesh D'Souza, *Education Australia*, Issue 17, pp.32-33.

Kalantzis, M. Cope, B. and Solomon, N. 1993 'The New Workplace', *Post Migration*, April 1993, pp.9-10, 19.

Kalantzis, M. and Cope, B. 1991 Cultural Diversity: Resource or Liability?', *Education Australia*, No.12, pp.5-7.

Kalantzis, M. and Cope, B. 1992 'Multiculturalism May Prove to Be the Key Issue of Our Epoch', *The Chronicle of Higher Education* (Washington D.C.), 4 November 1992, pp.B3-B5.

Kalantzis, M. 1990 'Human Movement: a Democratic Right'; *Australian Author*, Vol. 23, no.3. pp.18-19.

Kalantzis, M. 1991 'Schooling Cultural Diversity and the Test Results We Never Got Back', *Education Australia*, no. 15, pp.17-19.

Kalantzis, M. 1992 'Competencies, Credentials and Cultures', *Education Australia*, Issue 18, pp.5-7.

Mathiesson, C., Slade, D., and Macken, M. 1993 'Language in Context: A New Model for Evaluating Student Writing' in *Linguistics and Education*, Vol. 4, No. 2, pp.173-193.

Solomon, N. and Joyce, H. 1991 'From School Learning to Adult Learning', in *Education Australia*, Issue 14.

Chapters of Books:

Castles, S., Cope, B., Kalantzis, M. and Morrissey, M. 1992 'Mistaken Identity', in Whitlock, G. and Carter, D. *Images of Australia: An Introductory Reader in Australian Studies*, University of Queensland Press, Brisbane, pp.129-142.

Cope, B. and Kalantzis, M. 1993 'Contradictions in the Canon: Nationalism and the Cultural Literacy Debate', *Discourse*, Vol. 12, No.2, April 1992, pp.85-115. Republished in Luke, Allan and Gilbert, Pam (eds), *Literacy in Contexts: Australian Perspectives and Issues*, Allen and Unwin, Sydney, pp.85-115.

Cope, B. and Kalantzis, M. 1990 'Cultural Differences and Self Esteem', in *Alternative Curriculum Approaches*, Kenway, J. and Willis, S., The Falmer Press, London.

Cope, B., Kalantzis, M., and Wignell, P. 1993 'The Language of Social Studies: Using Texts of Society and Culture in the Primary School', in Unsworth, Len, *Literacy Learning and Teaching: Language and Social Practice in the Primary*, Macmillan, Sydney, pp.297-348.

Cope, B. and Kalantzis, M. 1993 'Harbourside', in Papaellinas, George, *Harbour*, Picador, pp.291-327.

Kalantzis, M. 1992 'Afterword: Can We Restore a Sense of Vision?' in Horne, Donald (ed.), *The Trouble with Economic Rationalism*, Scribe, Sydney, pp.105-112.

Kalantzis, M. and Cope, B. 1990 'L'Esperienza Dell'Educazione Multiculturale in Australia: Sei Studi di Caso', in *Problemi Educativi Delle Minoranze Culturali e Linguistiche. Dalla Ricerca Alla Pratica Scholastica*, Istituto Regionale di Ricerca Sperimentazione e Aggiornamento Educativi per L'Emilia-Romagna, Bologna, pp.67-86.

Kalantzis, M. and Cope, B. 1990 'Literacy in the Social Sciences', in Christie, Frances (ed.), *Literacy for a Changing World*, Australian Council for Educational Research, Melbourne, pp.118-142.

Kalantzis, M. and Cope, B. 1992 'The Post-Compulsory Years for Students with Special Needs', in Seddon, Terri and Deer, Christine, *The Post-Compulsory Years*, Australian Council for Educational Research, Melbourne, pp.113-134.

Kalantzis, M., Cope, B., and Wignell, Peter 1993 'The Language of Social Studies: Using Texts of Society and Culture in the Primary School', in Unsworth, Len *Literacy Learning and Teaching: Language and Social Practice in the Primary*. Macmillan, Sydney, pp. 297-348.

Kalantzis, M., Slade, D. and Cope, B. 1990 'Minority Languages and Mainstream Culture: Problems of Equity and Assessment', in De Jong, John H.A.L. and Stevenson, Douglas K. (eds), *Individualising the Assessment of Language Abilities, Multilingual Matters*, Clevedon, England and Philadelphia, pp.196-213.

Kalantzis, M. and Cope, B. 1993 'Republicanism and Cultural Diversity', in Hudson, Wayne and Carter, David (eds), *The Republicanism Debate*, University of New South Wales Press, pp.118-144.

Macken, M. and Slade, D. 1993 'Assessment: An Effective Foundation for Learning in the School Context' in Cope, B. and Kalantzis, M. (eds), *The Powers of Literacy: A Genre Approach to Teaching Writing*, Falmer Press, London, and University of Pittsburgh Press, Pennsylvania.

Available Papers, Reports, and Working Papers:

Cope, B. 1991 Grammar and Critical Literacy, paper presented at the Literacy and Education Research Network Working with Genre conference, University of Technology, Sydney.

Cope, B. 1991 Immigration, Ethnic Conflicts and Social Cohesion, paper presented at the Bureau of Immigration Research Social Impacts of Immigration Conference, Macquarie University, Sydney.

Cope, B. 1991 Pedagogies for the Future, paper presented at the TAFE Further Education teachers conference, University of Melbourne, Melbourne.

Cope, B., Kalantzis, M., Solomon, N. and Wills, J. 1993 Productive Diversity: A Report to the Human Rights Commission on the Piloting of its 'Diversity Makes Good Business' Program. Human Rights Commission, Sydney. 148pp.

Cope, B., Kalantzis, M., Luke, A., Morgan, B., McCormack, R., Solomon, N., Slade, D. and Veal, N. 1993 Communication Collaboration and Culture: A National Framework of Adult Language, Literacy and Numeracy Competence. ACTRAC, Melbourne, 80pp.

Kalantzis, M. 1991 Authenticity and Excellence, paper presented at the Art in Multicultural Society conference, Art Centre, Adelaide.

Kalantzis, M. 1991 Difference and Diversity, paper presented at the Annual Contemporary Performance week, Carnivale, Sydney.

Kalantzis, M. 1991 Future Strategies in Training for Migrant Women, paper presented at the Migrant Women, Settlement and Training conference, Adelaide.

Kalantzis, M. 1991 Just How Clever? — Restructuring, Literacy and Multiculturalism, paper presented at the Australian Council for Adult Literacy, University of Melbourne, Melbourne.

Kalantzis, M. 1991 Literacy and Education Network, paper presented at the Working with Genre conference, University of Technology, Sydney.

Kalantzis, M. 1991 Selling Education Internationally: Challenges and Possibilities, paper presented at the Overseas Students Advisers Network conference; University of New South Wales, Sydney.

Kalantzis, M. 1992 Knowing it All; Ideas for Australia conference, Melbourne.

Kalantzis, M. 1992 Language in the Clever Country: Literacy Strategy for the Future; ACTA/VATME '92 conference, Melbourne.

Conference Presentations

Professor Mary Kalantzis - International:

Paper Presentation, 'Social Literacies', Domains of Literacy International Conference, Institute of Education, University of London, 9-10 September 1992.

Keynote Address, 'Cultural Diversity, Languages and Schooling', Third National Conference on Community Languages and English for Speakers of Other Languages: Living Languages, Living Cultures, Auckland, New Zealand, 30 August-1 September 1992.

Workshop Presentation, 'Making a Difference: Cultural Diversity and Strategies for Institutional Change in Higher Education', National Conference on Racial and Ethnic Relations in American Higher Education, San Antonio, Texas, May 31-June 4 1991.

Keynote Address, 'Steps Along the Way to Multicultural Education', Education for Cultural Diversity, conference, Keene State College, Keene, New Hampshire, 18 May 1991.

Lecture, 'Multiculturalism and Higher Education: Challenging the mainstream or incorporating the margins?' Southern Vermont College, Bennington, Vermont, 15 May 1991.

Lecture, 'Equal Opportunity in Australian Education', Antioch New England Graduate School, 14 May 1991.

Paper, 'Cultures of Schooling: Multiculturalism as Educational Policy and Practice', Harvard University Graduate School of Education Colloquium Series, Harvard University, Cambridge, Massachusetts, 25 April 1991.

Paper, 'Minority Languages and Dominant Culture', Ontario Institute for Studies in Education, Toronto, Canada, 14 January 1991.

Australia:

Plenary speaker, 'Productive Diversity: making the most of differences locally and globally', Communication in the Workplace Conference, Hilton Hotel, Sydney, 1-4 September, 1993.

Keynote Address, Victorian Adult Literacy and Basic Education Council Conference, Melbourne, 16 July 1993.

Keynote Address, Australian Reading Association Conference, Melbourne, 5 July 1993.

Keynote Address, Queensland Association of Teachers of English as a Second Language Conference, Brisbane, 19 June 1993.

Keynote Address, conference for teachers on recent trends in education and schooling, Sydney Opera House, 3 June 1993.

Keynote address, Ideas for Australia Citizenship Conference, Hobart, 25 May 1993.

Conference Opening and Concluding Panel Discussion, Working with Genre III Conference, University of Technology, Sydney, 22 May 1993.

Keynote speaker, NT Department of Education Conference on Aboriginal Education and Social Education, Darwin, 11-13 May 1993.

Workshop Coordinator and Presenter, on programming and planning issues relating to cultural diversity, SBS Television managers, 4 May 1993.

Keynote Address and Panel Discussion, 'What is English?' English Teachers Association, Riverside Girls High School, Sydney, 1 May 1993.

Keynote Address, 'The Place of Languages other than English in the Curriculum', LOTE Teachers Conference, Adelaide, 31 March 1993.

Keynote Address, 'Citizenship and Cultural Diversity', Ideas for Australia Conference, Freedom and Independence for the Golden Lands of Australia, Theatrette, Parliament House, Canberra, 28 March 1993.

Graduation Speech, School of Education, La Trobe University, 26 March 1993.

Paper, 'Multiculturalism and the Arts', Dance Committee of the Performing Arts Board, Australia Council, Sydney, 8 March 1993.

Keynote Address, 'Social Literacy and Multiculturalism', NSW Principals Conference, Ingleburn, 3 March 1993.

Keynote Address, 'Maximising Diversity', Tourism Training Australia Conference, Sydney, 25 February 1993.

Keynote address, 'Citizenship and Cultural Diversity', Ideas for Australia Conference, Citizenship in Our Commonwealth, CUB Malthouse, Melbourne, 19 February 1993.

Keynote Address, 'Education for Cultural Diversity', 5th National Practicum Conference, Macquarie University, 5 February 1993.

Workshop Presenter, 'Employment, Education and Training Issues' Federation of Ethnic Communities Councils of Australia 1992 National Congress, Australian National University, 2-6 December 1992.

Faculty Presentation, 'Workplace Culture and Communication', Faculty of Education, University of Technology, Sydney, 17 November 1992.

Conference Lecture, 'Seeing Ourselves As Australian Citizens: Educating young Australians to be citizens', Freedom And Independence For The Golden Lands Of Australia, Theatrette, Parliament House, Canberra, 30 October, 1992.

Forum Participant, 'How Australian is Professional Education in Australia?' University of Canberra, 21-22 September 1992.

Workshop Presentation, Cultural Diversity and Teamwork, Senior Management of Nestles Confectionery, Sydney, 4 September 1992.

Keynote Address, 'Challenges of Literacy in the Workplace', Fifth National TESOL Teacher Education Conference, Hobart, 19-21 July 1992,

Keynote Speaker, 'The Mayer Committee and Issues for Young People of Non-English Speaking Background', NSW Ethnic Affairs Commission Forum on the Mayer Committee Recommendations, Sydney, 18 July 1992.

Speech to Launch Exhibition, 'Face to Face: Images of multicultural Australia', The Australian Museum, Sydney, 16 July 1992.

Keynote Address, 'Towards Language Excellence in the 21st Century: The challenge of literacy and multilingualism', Ninth National Languages Conference of the Australian Federation of the Modern Language Teachers Association, Darwin, 6-9 July 1992.

Keynote Address, 'Common Ground: Arts Workers and Youth of Non-English Speaking Background', Youth and Performing Arts Conference, Newtown Performing Arts School, 6 June 1992.

Participant, Griffith University Australian Studies/ABC Television Open Learning Project, 'Images of Australia', episodes 4 and 13, taped in Melbourne, 26 March 1992.

Participant, ABC 2000 Project, an expert panel led by Irving Saulwick to map critical factors the ABC might have to take into account in future planning, Golden Gate Plaza Hotel, Sydney, 22-23 March 1992.

Plenary Address, 'Knowing it All', Ideas for Australia Conference, CUB Malthouse, Melbourne, 16-21 February 1992.

Keynote Address, 'Language in the Clever Country', and Colloquium Presentation, 'A Literacy Strategy for the Future', ACTA/VATME Conference, University of Melbourne, 13-15 January 1992.

Keynote Address, Selling Education Internationally: Challenges and Possibilities, Overseas Students Advisers Network Conference, University of New South Wales, 2 December 1991.

Guest Speaker, Canterbury Employment and Training Centre, Sydney, SkillShare Graduation, 27 November 1991.

Book Launch, The Music of Latin America, Cantolibre Folk Group, Newtown Community Centre, Sydney, 26 November 1991.

Opening Address, Literacy and Education Network 'Working With Genre' Conference, University of Technology, Sydney, 23-24 November 1991.

Keynote Address, 'Difference and Diversity', Annual Contemporary Performance Work Conference, Sidetrack Theatre, Sydney, 8 October 1991.

Keynote Address, 'Just How Clever? Restructuring, Literacy and Multiculturalism', A.J.A. Nelson Lecture, Australian Council for Adult Literacy 1991 Annual Conference, University of Melbourne, 3 October 1991.

Lecture, 'Authenticity' and 'Excellence': Art in a Multicultural Society, Multicultural Artworkers Committee, Arts Centre, North Terrace, Adelaide, 14 August 1991.

Keynote Address, 'Future Strategies in Training for Migrant Women', Migrant Women, Settlement and Training, national conference, Adelaide Convention Centre, 14-16 August 1991.

Workshop Presentation, 'Social Education, Social Literacy', Northern Territory University, Darwin, 11 June 1991.

Paper, 'The Experience of Multicultural Education in Australia', Education for Cultural and Linguistic Pluralism, OECD conference, Sydney Convention Centre, 20-22 March 1991.

Ms Daphne Brosnan

Workshop presentation, 'The Language of Social Literacy', 8th ILE International Conference Language and Content, Hong Kong, 15-18 December, 1992.

Paper, 'Racism and Language in the Workplace', 1993 LERN Conference, Sydney, 21-23 May, 1993.

Paper, 'Caring, Sharing and Communication', Access and Equity Seminar for APS Managers, Perth and Sydney, 18 March and 26 May, 1993.

Paper, 'Diversity Makes Good Business: The Experience of the Human Rights Commission Pilot Training Program', Communication in the Workplace: Culture, Language and Organisational Change, Sydney, 1-4 September, 1993.

Workshop, 'Managing Cultural Diversity', Australian Dispute Resolution Association INC, Sydney, 29-30 October, 1993.

Workshop, 'Organisational Change: Implications for Language and Literacy in a Multilingual, Multiskilled Context', Orange, 2-4 December, 1993.

Workshop, 'Designing Workshops on Cultural Diversity', Conference on Racism: Aboriginality, Ethnicity and Gender in Australia, Canada, New Zealand and USA, Sydney, 9-11 December, 1993.

Dr Bill Cope

International:

Paper Presentation, 'Genre and Pedagogy', Domains of Literacy International Conference, Institute of Education, University of London, 9-10 September 1992.

Workshop Presentation, 'Making a Difference: Cultural diversity and strategies for institutional change in higher education', National Conference on Racial and Ethnic Relations in American Higher Education, San Antonio, Texas, May 31-June 4 1991.

Paper, 'Cultures of Schooling: Multiculturalism as educational policy and practice', Harvard University Graduate School of Education Colloquium Series, Harvard University, Cambridge, Massachusetts, 25 April 1991.

Paper, 'Theories and Histories of Nationalism', New England College, Henniker, New Hampshire, USA, 21 February 1991.

Paper, 'Minority Languages and Dominant Culture', Ontario Institute for Studies in Education, Toronto, Canada, 14 January 1991.

Australia:

Plenary speaker, 'Productive Diversity: Making the most of differences locally and globally', OMA Productive Diversity Conference, Adelaide, October 1993.

Plenary speaker, 'Productive Diversity: Making the most of differences locally and globally', Communication in the Workplace Conference, Hilton Hotel, Sydney, 1-4 September 1993.

Plenary speaker, 'The Cultures of Texts and the Cultures of Learners', Working with Genre III Conference, University of Technology, Sydney, 22 May 1993.

Keynote speaker, NT Department of Education Conference on Aboriginal Education and Social Education, Darwin, 11-13 May 1993.

Workshop Coordinator and Presenter, on programming and planning issues relating to cultural diversity, ABC Radio managers, 1 April 1993.

Plenary speaker, 'Competence, Literacy and Culture', Australian Council For Adult Literacy Forum, Adelaide, 25-26 March 1993.

Lecture, 'Japanese Industry and Training', AMES Professional Development Program, Sydney, 24 November 1992.

Faculty Seminar, 'Changing Communication and Culture in the Workplace: Training Implications', Faculty of Education, University of Technology, Sydney, 20 November 1992.

Opening Address, 'Models of Pedagogy', Literacy, Social Justice and Genre Conference, South Australian Department of Education, Catholic Education Office and English as a Second Language Teachers Association, Adelaide, 24-25 July 1992.

Two Workshop Presentations, 'Social Literacy', Literacy, Social Justice and Genre Conference, South Australian Department of Education, Catholic Education Office and English as a Second Language Teachers Association, Adelaide, 24-25 July 1992.

Lecture to Meeting of AMES Workplace English Teachers, 'Language, Competencies and Industry Restructuring', AMES Centre, Surrey Hills, Sydney, 22 July 1992.

Workshop Presentation, 'Social Literacy and Multicultural Education', Multicultural Consultative Committee, Hunter Region, NSW Department of School Education, Newcastle, 19 June 1992.

Keynote Address, 'Pedagogies for the Future', TAFE Further Education Teachers Forum, Melbourne University, 10 December 1991.

Keynote Address, 'Grammar and Critical Literacy', Literacy and Education Research Network Working With Genre Conference, University of Technology, Sydney, 23-24 November 1991.

Keynote Address, 'Immigration, Ethnic Conflicts and Social Cohesion', Bureau of Immigration Research Social Impacts of Immigration Conference, Macquarie University, 24 September 1991.

Workshop Presentation, 'Social Education, Social Literacy', Northern Territory University, Darwin, 11 June 1991.

Ms Nicky Solomon

Workshop presentation, 'The Role of the CWCC', ALAA Conference, Townsville, October, 1991.

Paper presentation, 'Plain English in the Workplace', ACAL Conference, Sydney, October, 1992.

Workshop presentation, 'Partnerships with Industry: Developing a Literacy Strategy', ACAL Conference, Sydney, October, 1992.

Paper presentation, 'Workplace Language and Culture: Implications for Training', LERN Conference, Sydney, May, 1993.

Paper presentation, 'Plain English in the Workplace', Communication in the Workplace: Culture, Language and Organisational Change, Sydney, 1-4 September, 1993.

Paper presentation, 'National Framework of English Language, Literacy and Numeracy Competence Framework, Communication in the Workplace': Culture, Language and Organisational Change, Sydney, 1-4 September, 1993.

Paper presentation, 'Language and Literacy in Competency Standards' Communication in the Workplace: Culture, Language and Organisational Change, Sydney, 1-4 September, 1993.

Paper presentation, 'Literacy and the Law', Plain English and the Law conference, Wollongong, October, 1993.

Ms Diana Slade

Paper presentation, 'An Introduction to Functional Linguistics' Literacy and Education Research Network Working With Genre Conference, University of Technology, Sydney, 23-24 November 1991.

Paper presentation, 'Assessing Reports and Narratives', Literacy and Education Research Network Working With Genre Conference, University of Technology, Sydney, 23-24 November 1991.

Workshop presentation, 'Conversational Analysis', Inaugural Australian Linguistics Institute, Sydney University, July, 1992.

Paper presentation, 'Assessment: An Effective Foundation for Learning in the School Context', Literacy, Social Justice and Genre Conference, Adelaide, 1992.

Paper presentation, 'Spoken and Written Language in the Workplace: Implications for Trainers', LERN Conference: Working with Genre, May 1993.

Symposium, 'Spoken Language', International Association of Applied Linguistics Conference, Amsterdam, Holland, May 1993.

Language and Society Centre (LASC)

Objectives

To conduct and disseminate research in:

- language policy in Australia in areas which have not been directly funded in the National Policy on Languages (eg, interpreting/translating, media and libraries)
- language maintenance and language shift in relation to Languages Other Than English (LOTE) in Australia
- intercultural communication with specific reference to the workplace, business and the professions
- sociolinguistic aspects of bilingualism and second language acquisition in Australia with special attention to: (a) models and sociolinguistic variables in second language and bilingual programs, and (b) early bilingualism

Capabilities

- Professional development for teachers of LOTE concerning the sociolinguistic aspects of bilingualism/multilingualism and classroom models for the teaching of LOTE
- Professional development for language professionals in areas such as language policy and language services, bi- and multi-lingualism, language attitudes, intercultural communication and discrimination in language (eg, sexism and racism)
- Information for those engaged in business and the professions concerning cross-cultural communication in the Australian context, particularly regarding the use of English as a lingua franca

Staff at 31 December 1993

- Anne Pauwels, Executive Director, Licentiate in Germanic Philology, Dip Ed, MA, PhD
- Professor Michael Clyne, Director of Research, AM, MA, PhD, FASSA, FAHA
- Heather Bowe, Associate Director, BEd, MA, PhD

Research Assistants (including part-time staff)

- Imogen Yu-Chin Chen, MA, PhD
- Sue Fernandez, BA, Dip Ed
- Connie Giannicos, MA
- Catherine Jenkins, MA, Dip Ed
- Sandra Kipp, MA, Dip Ed
- Deborah Neil, BA(Hons)
- Jane Nevezie
- Mai Nguyen

Secretary

- Debbie Meates

Project Coordinators

- Professor Michael Clyne
- Dr Anne Pauwels
- Dr Heather Bowe

Projects 1990-93

- English as a Lingua Franca in Australia 1991-1993

This project examines communication in English in seven Melbourne workplaces among people from diverse non-English-speaking backgrounds. The corpus comprises 184 hours of data mainly on audio-tapes but partly on video tapes. Not only such speech acts as complaints, requests, promises

and apologies but also length of turns in conversations and ways of gaining the floor have been contrasted cross-culturally. The linguistic data are related to cultural value systems. Funding: mainly Australian Research Council supplemented by NLLIA.

• Models and Sociolinguistic Variables in Primary School Second Language Programs 1991-1993

This project deals with selected programs in four languages chosen in consultation with educational bodies. The languages studied are German, Greek, Italian and Chinese. In particular the project explores the implementation of models of second language programs according to the schools' sociolinguistic conditions and environment. A progress report was published in *Language and Language Education* Vol. 2, No. 1 1992. Funding: NLLIA.

• Japanese Classroom Interaction Project 1991-1992

Researchers: Helen Marriott, Jiri Neustupny and staff of the Department of Japanese Studies. Members of the group reported on their research at the biennial conference of the Japanese Studies Association of Australia held at the ANU in July. These included: Yuki Itani-Adams on 'Student participation in a Japanese language classroom', Hidehiro Muraoka on 'Interactive competence of learners of Japanese in authentic situations: a case study of visitor sessions at Monash University', Satoshi Miyazaki on 'Japanese immersion programs at tertiary levels: significance in interactive teaching', and Robyn Spence-Brown on 'The development of new courses at Monash University'. Other project members delivered papers on different aspects of applied Japanese linguistics, including two papers on sociocultural competence by Hiroko Hashimoto and Yumiko Utsumi, discourse analysis by Koji Namba, and Japanese discourse in tourism shopping situations by Helen Marriott. These papers have been published in the conference proceedings. Another four important papers on aspects of Japanese teaching in Australia have also been published in leading Japanese journals this year.

• The role of women and men in language shift in Australia 1992-1993

This project is a first large-scale exploration on the interrelationship between language maintenance, ethnicity and gender. The project adopts a interactionist sociolinguistic approach in which a variety of methods (questionnaires, interviews, participant observation, social network analysis) are used to examine the issue. Drawing upon information from the Australian Census 1976, 1986 and 1991, this project aims to establish dominant trends in the maintenance rates of immigrant women and men and to interpret the gender-linked differences in language use. The third stage will be conducted in 1994. Funding: ARC.

• Raising children bilingually in Australia 1991-1993

An informative guide has been developed on raising children bilingually to assist parents and other caregivers in Australia. It contains extensive information on a range of issues associated with bilingualism in the home: types of bilingualism, models of bilingual and second language acquisition suitable to a variety of language situations, how to start and how to maintain bilingualism in the family, reintroducing bilingualism in the family, biliteracy, bilingual resources for parents and children, dealing with problems, learning to understand a child's bilingual language development. The guide also describes the experiences of Australian parents and children relating to early bilingualism in Australia. Funding: The Sidney Myer Fund.

• Cross-cultural communication in legal settings 1992

Completed September 1992. A textbook informing students of law and legal practitioners about the communication needs and difficulties of non-English speaking background clients was produced with the assistance of a grant from the Victoria Law Foundation. The textbook documents common communication problems between legal practitioners and their non-English speaking background clients and provides guidelines on how to minimise or overcome such problems in legal settings. Funding: The Victorian Law Foundation.

- Vietnamese for Legal Practitioners 1992

Completed October 1992. This course in Vietnamese is specifically designed for legal practitioners. It aims to provide those working in the area of the law with some basic knowledge of Vietnamese. This avoids communication breakdown with Vietnamese clients who cannot speak English. Funding: The Victorian Law Foundation

- Mount Scopus Bilingual Immersion Project 1991-1992

Two cohorts of students have now completed the two-year program in which 70% of the school curriculum is studied in Hebrew. A third group will complete its second year in 1993 and a further group has enrolled to commence Year 7 next year. The program is being evaluated both in terms of the students' academic progress in Hebrew, English and in the curriculum areas being studied in Hebrew and also in terms of the social and psychological consequences of participating in an immersion program.

- The Bayswater South Primary School Project 1991-1992

Completed October 1992. This study describes a number of aspects of the Bayswater South Primary School's long-running bilingual program, in which all students learn part of the curriculum through the medium of a second language (German). It outlines the history of the program since its inception in 1981; details teaching strategies and teaching practices; examines the theoretical basis underpinning the immersion-type approach and provides an overview of research findings on this approach to second language teaching. The study resulted in the production of the book *Room for Two: A Study of Bilingual Education at Bayswater South Primary School*. Funding: Bayswater South Primary School Grant.

- Analysis of language trends in the 1991 Census 1993-1994

The aim of this project is to analyse the language data of the 1991 census, and to compare these to earlier censuses. This comparative analysis enables us to discover trends in language shift and language maintenance of relevance to the provision of language services and the formulation of language policy. Funding: NLLIA.

- Immigration and Australia's language resources 1993-1994

(In conjunction with the Department of Linguistics.) This research project constitutes the first explicit large-scale investigation of the potential of immigrants and their offspring as linguistic assets for Australia. In 1993 stages 1 and 2 have been completed, ie, a critical review of the literature on language and immigration as well as of language policy in Australia. Stage 3, analysis of the 1991 census information, is in progress. Funding: Bureau of Immigration Research.

- Developing successful communication with recently arrived migrants in industry 1993

(In conjunction with the Department of Linguistics.) This project involves the collection and analysis of workplace communication between supervisors and migrants who have limited English proficiency. In a second phase, the analysis of this data will be used as a basis of training sessions in the workplace. The effects of such instruction will then be assessed in a third phase. Funding: National Priority Reserve Fund.

Consultancies and commissioned research

- The status of German in Australian education and society (Key Languages Project) 1992

Completed October 1992. The report on the German language is part of a large-scale project undertaken for nine languages: Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish. For each of these the aim is to assemble a broad profile of the language and to highlight issues and factors which affect the status of and demand for the language in Australia. Funding: Australian Second Language Learning Project (ASLLP).

- Free Kindergarten Association of Victoria Pre-School Bilingual Project: Bilingual Models for Early Childhood Education Prior to School Entry 1992

This project under the Australian Second Language Learning Program was conducted by Dr Rosemary Milne of the Free Kindergarten Association Multicultural Resource Centre. The report

presents recommendations and models for pre-school and child care programs that use the opportunities for bilingual communicative interactions which early childhood programs can provide.

- National Enquiry into the Employment and Supply of Teachers of Languages other than English 1992

The report of the National Enquiry into the Employment and Supply of Teachers of Languages Other than English will be distributed to education systems, higher education institutions, language teacher professional associations and other appropriate agencies in January 1993 under the title *Languages at the Crossroads*; in two volumes, the report itself and a guide to the report.

- Approaches to cross-cultural training 1993

(In conjunction with Centre for Workplace Communication and Culture.) This project involved the development of a conceptual framework for approaches to cross-cultural training in Australia. It is an evaluation of selected cross-cultural training programs and courses available in Australia and established guidelines for best practice. The project results have been published in a report entitled *Local Diversity, Global Connections: Six Approaches to Cross-Cultural Training* which will be available from the Office of Multicultural Affairs as well as the Centre for Workplace Communication and Culture. Funding: Office of Multicultural Affairs.

- Languages Other Than English in Catholic Schools in Queensland 1993

The Language and Society Centre contributed its expertise in the areas of bilingual education, models of LOTE programs, issues of continuity and transition, attitudes and motivation towards the learning of languages other than English in Australian schools to the development of a LOTE policy in Catholic schools in Queensland. Funding: Queensland Catholic Education Commission.

Visitors

- Jetske Folmer, University of Brabant: *Processes on language shift and loss in three generations of a Dutch immigrant family in New Zealand*, February 1991
- Professor Anna Ramat, University of Pavia: *Code switching in Italy*, August 1991
- Dr Hendrik Boeschoten, University of Brabant: *Code switching among Turkish immigrants*.
- Prof. Wilga Rivers, Harvard University: *Human Cognition and Language Acquisition*, May 1991
- Dr Mike Sharwood-Smith, University of Utrecht, Netherlands: Lecture - *The native-speaker is dead*, 1993
- Dr Marjorie Wesche, University of Ottawa, Canada: Lecture - *Bilingual education and immersion in Canada*, 1993
- Prof. Dr Sigrid Luchtenberg, University of Essen, October 1993
- Ms Marv Roberts, Victoria University of Wellington, New Zealand, November 1993

Advisory Work

- Bilingual Education, Association of Independent Schools in NSW. Prof. Michael Clyne 1991
- Chair Victorian Ministry of Education's Steering Committee on 'Partial bilingual programs'. Prof. Michael Clyne 1991
- Advisory committee of DEET Project: Urban and rural literacy in Australia. (Prof. Michael Breen, Edith Cowan University). Dr Anne Pauwels
- Advice on sociocultural issues relating to the development of LOTE statement and LOTE profile. Dr Anne Pauwels
- Advice on home languages project, University of Tilburg, The Netherlands. Dr Anne Pauwels and Prof. Michael Clyne
- Member of the Victorian Ministerial Working Party on the LOTE profiles. Prof. Michael Clyne
- Advice on LOTE statements and profiles. Prof. Michael Clyne

Public Forums and Discussion

Forum on the Green Paper at Monash University April 1991

Involvement of members of Centre in debates, discussions and forums on language policy and the Green Paper

Prof. Clyne gave eleven radio and two TV interviews.

Workshops

- Professor Merrill Swain of the Ontario Institute for Studies of Education, Canada, visited the Centre on a Commonwealth Fellowship Plan for two months from February to April 1992. Participants representing primary, secondary and tertiary education in LOTE, the Ministry of Education, school support centres and other language professions gave papers on a range of topics relating to bilingual education. She provided a workshop on Immersion Models, February 1992.

Talks and Lectures

- Prof. Merrill Swain, Ontario Institute for Studies of Education, Canada. 'Feedback in Second Language Learning: Some Canadian research about its usefulness and Facets of immersion education in Canada'. February-April 1992.
- Prof. Gerhard Leitner, Freie Universität Berlin, Germany. 'Language attitudes and policies in British, Australian, and German media'. March 1992.
- Prof. Bernard Spolsky, Bar-Ilan University, Israel. 'Preserving Languages or Linguistic Identity'. July 1992.
- Prof. Bob Kaplan, University of Southern California, USA. 'Informal discussions on cross-cultural discourse analysis'. May 1992.
- Prof. Toon Hagen, University of Nijmegen, Netherlands. 'Discussion on Language Policy in Australia and the Netherlands'. December 1992.

Language Expo Australia 1992

Members of the Language and Society Centre participated in a number of seminars. The Centre's display at the Expo included information on the following activities and projects:

- Raising children bilingually
- English as a lingua franca
- Primary school second language programs
- Cross-cultural communication in the professions

Contacts with other Research Centres

- Centre for Language and Minorities, University of Brabant, Tilburg, The Netherlands
- Centre for Applied Linguistics, University of Nijmegen, The Netherlands
- Research Centre on Multilingualism, University of Brussels (St. Aloysius) (UFSAL), Belgium
- Centre for Dutch as a Second Language, University of Leuven, Belgium
- International Pragmatics Research Centre, University of Antwerp, Belgium
- Research Centre for Multilingualism, Universität Hamburg, Germany
- Centre for Bilingualism and Language Contact, Christian-Albrechts-Universität Kiel, Germany
- Institut für deutsche Sprache, Mannheim, Germany
- Sonderforschungsbereich Sprache und Situation, Universität Heidelberg, Germany
- Centre for Applied Linguistics, Washington DC, USA

Publications 1990-1993**Books:**

- Clyne, M.G. 1991 *Community Languages: The Australian Experience*. Cambridge: Cambridge University Press.
- Cope, B., A. Pauwels, D. Slade, D. Brosnan, D. Neil 1993 *Local diversity, Global Connections: Six Approaches to Cross-cultural Training*. Sydney and Melbourne: NLLIA Centre for Workplace Communication and Language and Society Centre.
- Fernandez, S. 1992 *Room for Two*. Monash University: Commonwealth of Australia and Language and Society Centre.
- Fernandez, S., A. Pauwels, M. Clyne 1993 *Unlocking Australia's Language Potential: Profiles of Nine Key Languages in Australia. Volume 4: German*. Canberra: NLLIA and DEET.
- Janssen, C. and A. Pauwels 1993 *Raising children bilingually in Australia*. Melbourne, Clayton: Language and Society Centre.
- Kipp, S., A. Harres and A. Pauwels 1990 *Cross-Cultural Communication and Health in Australia: An Audiovisual Guide*. Melbourne: National Centre for Community Languages in the Professions, Monash University.

National Languages and Literacy Institute of Australia 1993 *LOTE in Catholic Schools in Queensland: A Long Term Approach*. Canberra: NLLIA.

Nicholas, H., H. Moore, M. Clyne, A. Pauwels 1993 *Languages at the Crossroads*. Melbourne: NLLIA.

Ozolins, U. 1991 *Interpreting and Translating and Language Policy*. Melbourne: NLIA.

Pauwels, A.F. 1990a *The Role of Language, Language Learning and Linguistics in Cross-Cultural Communication in the Professions*. Melbourne: National Centre for Community Languages in the Professions, Monash University.

Pauwels, A. (ed.) 1990b *Proceedings of the Conference on Cross-Cultural Communication in the Health Professions*. Melbourne: National Centre for Community Languages in the Professions, Monash University.

Pauwels, A. (ed.) 1991 *Cross-cultural Communication in Medical Encounters*. Monash University: NLIA/LASC, CLIP Unit (Working Paper 4).

Pauwels, A. (ed.) 1992 *Cross-cultural Communication in Legal Settings*. Monash University: Community Languages in the Professions Unit, Language and Society Centre.

Community Languages in the Professions Unit: Working Papers:

Pauwels, A.F. 1990 *Working Paper 1: The Role of Language Learning and Linguistics in Cross-cultural Communication in the Professions*. Melbourne: National Centre for Community Languages in the Professions, Monash University.

Pauwels, A.F. (ed.) 1990 *Working Paper 2: Proceedings of the Conference on Cross-cultural Communication in the Health Professions*. Melbourne: National Centre for Community Languages in the Professions, Monash University.

Kipp, S., A. Harres and A. Pauwels 1990 *Working Paper 3: Cross-cultural Communication and Health in Australia: An Audiovisual Guide*. Melbourne: National Centre for Community Languages in the Professions, Monash University.

Pauwels, A.F. (ed.) 1991 *Working Paper 4: Cross-cultural Communication in Medical Encounters*. Melbourne: CLIP Unit, NLLIA/Language and Society Centre, Monash University.

Pauwels, A.F. (ed.) 1992 *Working Paper 5: Cross-cultural Communication in Legal Settings*. Melbourne: CLIP Unit, NLLIA/Language and Society Centre, Monash University.

Chapters of Books:

Clyne, M.G. 1990a *The uniqueness of the language situation in Australia: Its policy and research implications*. In: M.A.K. Halliday, J. Gibbons and H. Nicholas (eds) *Proceedings of the 9th AILA World Congress* (Sydney, 1987), Vol. 2, Amsterdam: Benjamins, 1-17.

Clyne, M.G. 1990b German and Dutch in Australia: Structures and Use. In: S. Romaine (ed.) *Language in Australia*. Cambridge: Cambridge University Press, pp. 241-248.

Clyne, M.G. 1990c Overview of 'immigrant languages'. In: S. Romaine (ed.) *Language in Australia*. Cambridge: Cambridge University Press, pp. 215-227.

Clyne, M.G. 1990d The sociocultural dimension: The dilemma of the German-speaking scholar. In: H. Schröder (ed.) *Subject-oriented Texts*. Berlin: De Gruyter, pp. 49-67.

Clyne, M.G. 1991a Monolingualism, multilingualism and the Australian nation. In: C.A. Price (ed.) *Australian National Identity*. Canberra: Academy of the Social Sciences in Australia, 83-98.

Clyne, M.G. 1991b Directionality, rhythm and cultural values in discourse. In: F. Christie (ed.) *Literacy in Social Processes*. Darwin: Centre for Studies of Language in Education, Northern Territory University, 57-73.

Clyne, M.G. 1991c Bilingual education for all: An Australian pilot study and its policy implications. In: O. Garcia (ed.) *Bilingual Education: Festschrift in Honor of Joshua A. Fishman*. Berlin: Mouton de Gruyter, 253-270.

Clyne, M.G. 1992a Language planning. In: W. Bright et al. (eds) *Oxford Encyclopaedia of Linguistics*. New York: Oxford University Press. Vol. 1, 84-87.

Clyne, M.G. 1992b Linguistic and sociolinguistic aspects of language contact. In: W. Faze, K. Jaspaert and S.Kroon (eds) *Maintenance and Loss of Minority Languages*. Amsterdam: Benjamins, 17-36.

Clyne, M.G. 1992c Australian English in contact with other Englishes in Australia. In: R. Ahrens and H. Antor (eds) *Text - Culture - Reception*. Heidelberg: Winter, 305-315.

Clyne, M.G. 1992d Language in the 'Clever Country'. Selected Papers from the ACTA/Vame National Conference. Melbourne: VATME, Vol. 1:1-6.

Clyne, M.G. 1992e Multilingualism research in Australia: Tyranny of distance and challenge of a new society. In M. Pütz (ed.), *Thirty Years of Linguistic Evolution*. Amsterdam: Benjamins, 399-415.

Clyne, M.G. and J. Platt 1991 The role of language in cross-cultural communication. In A. Pauwels (ed.) *Cross-cultural Communication in Medical Encounters*. National Centre for Community Languages in the Professions, Monash University, 8-25.

D'Argaville, M. 1991 Serving a multicultural clientele: Communication between lawyers and non-English speaking background clients. In: G. Bird (ed.) *Law in a Multicultural Australia*. Melbourne: Monash and Melbourne University, National Centre for Crosscultural Studies in Law, 83-91.

Harres, A. 1991 Resources. In: A. Pauwels (1991d), 88-97.

Miyazaki, S. The significance of teaching assistants in interactive Japanese Language classrooms. *Proceedings of the National Forum on Japanese Teacher Education*, University of Queensland, September 1992, 21-22.

Muraoka, H. Self-exploration interviews in Japanese teacher training. *Proceedings of the National Forum on Japanese Teacher Education*. University of Queensland, September 1992.

Neustupny, J.V. 1991 Nihongo kyooshi yoosei to Nihongo nooryoku kentei shiken (Training of Japanese language teachers and the Japanese language exam). In: T. Ueono (ed.) *Nihongo to Nihongo Kyooiku* 16. Tokyo: Meiji Shoin, 441-466.

Pauwels, A.F. 1990a Dutch in Australia: Perceptions of and attitudes towards transference and other language contact phenomena. In: S. Romaine (ed.) *Language in Australia*. Cambridge: Cambridge University Press, 228-240.

Pauwels, A.F. 1990b The role of language and linguistics in cross-cultural communication in the professions. In: C. Hedrick and R. Holton (eds) *Cross-Cultural Communication and Professional Education*. Adelaide: Centre for Multicultural Studies, Flinders University, 84-95.

Pauwels, A.F. 1991a Language, culture and health care. In: A. Pauwels (1991d), 1-7.

Pauwels, A.F. 1991b The problems of relying on non-professional interpreters. In: A. Pauwels (1991d), 49-52.

Pauwels, A.F. 1991c Language in cross-cultural medical settings. In: A. Pauwels (1991d), 75-87.

Pauwels, A. (ed.) 1992a Communication and cultural diversity. In: A. Pauwels (1992a), 1-5.

Pauwels, A. (ed.) 1992b Language, law and culture. In: A. Pauwels (1992a), 37-48.

Pauwels, A. (ed.) 1992c The status change of Dutch in Australia. In: U. Ammon and M. Hellinger (eds) *The Status Change of Languages*. Berlin: Mouton De Gruyter, 324 - 331.

Pauwels, A. (ed.) 1992d Language policy initiatives in Australia. In: *Tertiary Multicultural Education Committee Languages and Cultures in a Plural Society: Proceedings*. Adelaide: Office of Tertiary Education, 17-23.

Pauwels, A. and M. D'Argaville 1992 Communication and the law in multicultural Australia. In: A. Pauwels (1992a), 6-19.

Pauwels, A., M. D'Argaville and D. Eades 1992 Cross-cultural communication in legal settings. In A. Pauwels (1992a), 77-105.

Journal Articles:

Clyne, M.G. and C.M.G. Ball 1990 English as a Lingua Franca in Australia. *Australian Review of Applied Linguistics*, Series S, 7, 1-15.

Clyne, M.G. 1991a Immersion principles in second language programs - research and policy in multicultural Australia. *Journal of Multilingual and Multicultural Development* 12: 55-65.

Clyne, M.G. 1991b Australia's Language Policies - Are we going backwards? *Current Affairs Bulletin* 68: 13-20.

Clyne, M.G. 1991c Patterns of inter-cultural communication in Melbourne factories. *Language and Language Education: NLIA Working Papers* 1 (1); 5-30.

Clyne, M.G. 1991d A paper that speaks in tongues. *The Age*, March 28: 7.

Clyne, M.G. 1991e Language paper emphasises education shift to employment, training. *Australian Campus Review Weekly*, 26 September - 2 October: 9.

Clyne, M.G. 1992a Zur Gegenwart und Zukunft der deutschen Sprache in Australien. *Muttersprache* 102: 192-203.

Clyne, M.G. 1992b Multilingualism research in Australia: Tyranny of distance and challenge of a new society. In M. Pütz (ed.), *Thirty Years of Linguistics Evolution*, Amsterdam: Benjamins, 399-415.

Clyne, M. 1993a The role of language in Australian society. In G. Schulz(ed.), *The Language of Australia*. Canberra: Australian Academy of the Humanities, 52-62.

Clyne, M. 1993b Languages at Primary School. *Educational Alternatives*, 2(8),3.

Clyne, M. 1993c Australia's Folkspeech-Community Languages. In G. Davey and G. Seal (eds). *Oxford Companion to Australian Folklore*. Melbourne: Oxford University Press, 361-363.

Clyne, M. 1993d Pragmatik, Textstruktur Und kulturelle Wert: Eine interkulturelle Perspektive. In H. Schroder (ed.), *Fachtextpragmatik*. Tubinger Narr, 3-18.

Clyne, M. 1993e Cultural variation in the interrelation of speech acts and turn-taking. In M. Pitz (ed.) *Language Contact and Conflict Situations*. Aramsterdam: Benjamins.

Clyne, M. 1993f Sprachenpolitik als Bestandteil einer Multikulturellen Politik. In H. Cox (ed.) *Kulturgrenzen und Nationale Identität*. (= *Rheinische Studien* 60).

Clyne, M.G., M. Ball and D. Neil 1991 Inter-cultural communication at work in Australia. *Multilingua* 10: 251-273.

Clyne, M.G. and J. Platt 1991 'Budding linguist' - Some expressions of metalinguistic and sociolinguistic awareness in a bilingual child. *Dimensions of Bilingual Development*. Clevedon: Multilingual Matters.

Clyne, M., C. Giannicos, D. Neil 1993 Cross-cultural responses to cross-cultural communication. *ITC Review of Applied Linguistics* 102.

Clyne, M.G., C. Jenkins, I. Chen, M. Rogerson and R. Tsokalidou 1992 Models and sociolinguistic factors in some Victorian second language programs: A progress report. *Language and Language Education* 2 (1): 60-77.

Marriott, H.E. 1991 Oosutoraria nihongo kyoiku (Japanese language education in Australia). *Gekkan Nihongo* 11: 23-36.

Miyazaki, S. 1991 Nihongo kyoiku to keigo; shu toshite keigo kaihi no kanten kara (The teaching of Japanese and Japanese honorifics with a focus on honorific avoidance behaviour). *Sekai no Nihongo Kyoiku* 1: 91-104.

Neustupny, J.V. 1991 Atarashii nihongo kyoiku no tame ni (Towards new perspectives in Japanese language teaching). *Sekai no nihongo kyoiku* 1: 1-14.

Pauwels, A.F. 1989 Cross-cultural communication skills in the professions. *LTAV Newsletter* 144, 9-16.

Pauwels, A.F. 1990 Health professionals' perceptions of communication difficulties in cross-cultural contexts. *Australian Review of Applied Linguistics*, Series S, 7, 93-111.

Pauwels, A.F. (ed.) 1990 Cross-cultural communication in the professions in Australia. *Australian Review of Applied Linguistics*, Series S, 7, 128 pp.

Pauwels, A. (ed.) 1992a Communicating across cultures in health care encounters. *Migration Action* XIV,1: 32-36.

Pauwels, A. (ed.) 1992b Ageism, Alzheimer, aphasia and oldspeak: Language, communication and age. *The Retirement Industry Journal*, March 1992.

Pauwels, A. 1993a Communicating across cultures: An Australian case study of language related research on cross-cultural communication in medical encounters. In T. Boswood, R. Hoffmann, P. Tung (eds) *Perspectives on English for Professional Communication*. Hong Kong: City Polytechnic, 7 -36.

Pauwels, A. 1993b Communicating with clients in a multicultural society: Problems for the criminal law system. In: *The Criminal Justice System in a Multicultural Society*. Canberra: Australian Institute of Criminology.

Reports and Submissions:

Clyne, M.G. and J. Platt 1990 *The role of languages in cross-cultural communication*. In: A. Pauwels (ed.) *Proceedings of the Conference on Cross-Cultural Communication in the Health Professions*. Melbourne: National Centre for Community Languages in the Professions, Monash University, pp. 38-55.

D'Argaville, M. 1991 *Cross-cultural Communication Issues and Solutions in the Delivery of Legal Services. An Interim Report to the Victoria Law Foundation*. Monash University: NLIA/LASC, CLIP Unit.

Eisikovits, E. and T. McNamara 1991 *Evaluation of a Late Bilingual Immersion Program in Hebrew and English at Mt Scopus College*, Burwood Victoria. Technical Report No. 2. Melbourne: NLIA.

Fernandez, S., A. Pauwels and M. Clyne 1992 *German Languages Profiles Project of the Nine Languages of Wider Teaching of the National Policy on Languages* (draft).

Harres, A., A. Pauwels and M.G. Clyne 1990 *Health Interpreting: Needs and Services in the Barwon and South Western Region*. Melbourne: National Centre for Community Languages in the Professions, Monash University, 66pp.

Harres, A. and A. Pauwels 1991 *German for Business and Law*. Monash University: NLIA/LASC, CLIP Unit.

Hu, J. et al. 1991 *Chinese for Health Professionals*. Monash University: NLIA/LASC, CLIP Unit.

Pauwels, A.F. 1990a *Community language skills for health professionals*. In: A. Pauwels (ed.) *Proceedings of the Conference on Cross-Cultural Communication in the Health Professions*. Melbourne: National Centre for Community Languages in the Professions, Monash University, pp. 101-107.

Pauwels, A.F. 1990b *Cross-Cultural Business Communication: Some recent Australian Projects*. Paper presented at the International Congress of Applied Linguistics, Kallithea, Greece.

Pauwels, A.F. 1990c *Feminist Language Planning and Policy in English-Speaking Countries*. Paper presented at the International Congress of Applied Linguistics, Kallithea, Greece.

Pauwels, A.F. 1990d *Women, Men and Language Shift in the Immigrant Context in Australia: Facts, Findings and Explanations*. Paper presented at the Annual Conference of the Australian Linguistic Society and the Applied Linguistics Association of Australia, Macquarie University, Sydney.

Tôn Thât Quanh, Du 1992 *Vietnamese for Legal Practitioners*. Monash University: Community Languages in the Professions Unit, Language and Society Centre.

Worley, L. 1991 *Spanish for the Helping Professions*. Monash University: NLIA/LASC, CLIP Unit.

Conference Activity 1990-1993**Key note Addresses:**

Clyne, M.:

Pragmatik, Textstruktur und kulturelle Werte. Keynote address at the International Conference on Cross-Cultural Linguistic Analysis of Business Communication, University of Vaasa, 1990.

Language in the Clever Country. Keynote address at the Conference on 'Language in the Clever Country'. ACTA/VATESOL University of Melbourne, January 1992.

Homogene und heterogene Strömungen: Eindrücke aus dem fernen Süden von der deutschen Sprache im neuen Europa. Plenary address at the Conference on German as a language of communication in Europe. Institut für deutsche Sprache Town Hall, Mannheim, March 1992.

Cultural variation in the inter-relation of speech acts and turn-taking. Keynote address at the Conference on inter-cultural communication. University of Duisburg, Linguistic Agency of the University of Duisburg, March 1992.

Some sociocultural and discourse dimensions of second language development in Melbourne primary school LOTE programs. Keynote address at the Pacific Second Language Research Forum. University of Sydney, July 1992.

Australian English as an example of a world phenomenon: pluricentric languages. Keynote address at Style Council 92, Macquarie University, November 1992.

Keynote Addresses:

Pauwels, A.:

Immersion principles in primary school teaching: The Australian experience Plenary talk at International German Teachers conference in Leipzig, August 1993.

The role of applied linguistics in the study of cross-cultural communication in the professions.

Keynote address at the Congress of Applied Linguistics Association of Australia, Townsville, September 1991.

Tackling the language barrier in cross-cultural training. Plenary address, National Conference on Cross-cultural Training, Adelaide October 1991.

Cross-cultural communication in the professions: a case study from Australia. Keynote address at the International Conference on English for Professional Communication, Hong Kong, March 1992.

Key Languages Project: German Language Profile. Plenary paper at the Goethe Institute Conference: German at tertiary level in Australia, Canberra, July 1992.

The status and role of German in Australian education. Plenary paper at the Annual Seminar for German Teachers (ACTV and Goethe Institute), Lorne, November 1992.

Australian English as an example of a world phenomenon: Pluricentric languages. Keynote address Style Council, Sydney, November 1992.

Other Addresses:

Ball, C.M.G., D.M. Neil and M.G. Clyne *Speech acts, turn-taking and cultural values.* Paper presented at the conference of the Australian Linguistic Society and the Applied Linguistics Association of Australia, Macquarie University, 1990.

Bowe, H. (with M. a Beckett) *Management of Diversity: Language Variation and Universals in Cross-Cultural Communication.* Australian Communication Association National Conference, Melbourne, July 1993.

Chen, I. *An Overview of the Chinese project involving three Victorian primary schools.* Paper presented at the Modern Language Teachers' Association of Victoria Inservice, Ministry of Education, Melbourne, October 1992.

Clyne, M.G. *Australia between Europe and Asia: Utilizing our communication and language resources.* SA Multicultural Education Committee and the Centre for Intercultural Studies and Multicultural Education in Adelaide, February 1993.

Multilingualism and Language Policy: The Role of Language Policy in a Multicultural Society. Conference on language/cultural boundaries and national identity in Bonn, March 1993.

Fieldwork methodology in workplace studies. AILA conference, Amsterdam, 1993.

Establishing linguistic markers of racist discourse. AILA conference, Amsterdam, 1993.

'Mother tongue' speakers - a resource or hindrance to second language-learning schoolmates? AILA conference, Amsterdam, 1993.

Immersion Principles in Second Language Programs: Research and Policy in Multicultural Australia. Paper presented at the Nordic Conference on Bilingualism, University of Vaasa. *Language Maintenance and Language Policy in Australia.* Paper presented at the University of Brabant, Tilburg.

English as a Lingua Franca in Australian Industry. Lecture given in a series on Australian English at the English Department, Freie Universität Berlin.

Academic Discourse Structures across Cultures. Paper presented at the Freie Universität.

Inter-Cultural Communication in Australian Factories. Paper presented at the Freie Universität, Berlin.

Zur deutschen Sprache in Australien. Paper presented at the Gesellschaft für deutsche Sprache, Wiesbaden.

Clyne, M., Chen, I., Jenkins, C., Tsokalidou, R. and Wallner, T. *What you put in, you get out.* Congress of Modern Language Teachers Association of Victoria, July 1993.

Clyne, M., C. Giannicos and D. Neil *Cross-cultural responses to cross-cultural communication.*

Paper at the Australian Linguistics Society Conference in Brisbane, October 1991.

Clyne, M.G. and Slade, D. (CWCC) *Discourse analysis in Australia.* AILA conference, Amsterdam, 1993.

Pauwels, A.
The gender factor in language maintenance and shift. Paper presented at the Second International Conference on Maintenance and Loss of Minority Languages, Noordwijkerhout, The Netherlands, September 1992.

Bilingual programs in Australian Schools. Camberwell Primary School, Parents Information Night, October 1992.

Becoming and staying bilingual: exploiting Australia's language resources. Panel discussion at Language Expo Australia, Melbourne, November 1992.

Languages and the sexes in Australia. Paper at the Symposium 'Languages in Australia', Australian Academy of the Humanities, Canberra, November 1992.

Gender and language reform in Australia. Paper presented at the Style Council of Australia, Macquarie University, November 1992.

LOTEs at the Crossroads. Book launch, Melbourne Hilton, March 1993.

Communicating with clients in a multicultural society: Problems for the criminal law system. Australian Institute of Criminology Conference, Melbourne, May 1993.

The position of German as foreign and community language in Australia: implications for the teaching of German at tertiary level. Second conference of German Tertiary Language Teachers, Perth, July 1993.

The Role of Women in language shift in Three ethnolinguistic Communities in Australia AILA conference in Amsterdam, August 1993.

Factors affecting Dutch language maintenance in Australia National Conference on the Dutch and the Dutch language in Australia, November 1993.

Australia between Europe and Asia: Our linguistic assets. Talk presented at the Monash City Centre, May 1992.

Quiet industry and good conduct. Talk on German-speaking peoples in Victoria, Launch of Exhibition, State Library, May 1992.

Bilingual Education and Contrastive Pragmatics. Talks presented at the Australian Linguistics Institute, Sydney, June 1992.

Australia's diverse skills, knowledge and talents to enhance export performance. Talk at panel session: Using Australia's diverse skills, knowledge and talents to enhance export performance. Conference on Productive Diversity in Business. Committee for Economic Development of Australia/Office of Multicultural Affairs. Regent Hotel, Melbourne, October 1992.

Strengthening Australia's Export Potential — Maximising our Multicultural Resources. Talk at panel discussion at the Language Expo Australia, Melbourne, November 1992.

The role of language in Australian Society. Conference on Language of Australia. Australian Academy of the Humanities, Canberra, November 1992.

Fan, S.K. *The acquisition of Japanese by Chinese students in Australia.* Paper delivered at the Asian Studies Association of Australia, University of New England, Armidale, July 1992.

Jenkins, C. *Sociolinguistic Issues in Second Language Classrooms and Code-switching in Italian Classrooms.* Papers presented at the Modern Language Teachers' Association of Victoria Inservice, Ministry of Education, Melbourne, October 1992.

Miyazaki, S. *The significance of teaching assistants in interactive Japanese Language classrooms.* Proceedings of the National Forum on Japanese Teacher Education, University of Queensland, September 1992.

Muraoka, H. *Self-exploration interviews in Japanese teacher training.* Paper presented at the National Forum on Japanese Language Teacher Education. University of Queensland, September 1992.

Okabe, M. *Students' learning strategies and attitudes towards language learning in activity-based classrooms.* Paper delivered at the Asian Studies Association of Australia, University of New England, Armidale, July 1992.

Lorch, S.C., T.F. McNamara and E. Eisikovits: *Late Hebrew Immersion at Mt Scopus College, Melbourne: Towards Complete Hebrew Fluency for Jewish Day School Students.*
International Conference on the State of the Art in the Teaching and Learning of Hebrew in Different Settings June 1991.
McNamara, T. and E. Eisikovits: *Mt Scopus immersion program: The second year.* Paper offered at the Annual Congress of Applied Linguistics, Townsville, October 1991.

Seminars/Workshops:

Raising Children Bilingually in Australia. Workshop for parents conducted at Monash University, Melbourne, July 1993.
Two workshops on raising children bilingually: March 1991 German group, December 1991 General group.
Community languages in Australia, A Pauwels - LARC - Graduate Diploma September 1991 *The study of cross-cultural communication in Australia.*
Seminar at the University of Hamburg. A. Pauwels July 1991. *Participation in seminar on Language needs for Engineers.* A. Pauwels November 1991.
Involvement in seminar on Interpreting and Translating organised by NLIA Directorate. June 1991: Uldis Ozolins, Annette Harres, Michael Clyne.
Raising Children Bilingually in French and English in Australia. Workshop for parents and educators conducted at Monash University, Melbourne, August 1992.
Cathy Jenkins and Anne Pauwels in cooperation with Margaret Gearon (Monash University, Education) and Thérèse Mercader (John Gardiner Secondary College).
The Language and Society Centre held a French language specific workshop following the overwhelming number of requests from families who had attended our previous workshops. The program focused on bilingual education, ways of motivating children to use the second language, obtaining resources, French language clubs, and establishing a network data base.
Cross-cultural Communication in the Professions and Linguists writing on cross-cultural communication for doctors and lawyers. Workshop and paper presented at the International Conference on Discourse in the Professions, Uppsala, Sweden, August 1992.
Code-switching in the second language classroom. National Second Language Acquisition Workshop, LARC, University of Sydney. C. Jenkins, October 1991.

Language and Technology Centre (LATTICE)

The NLLIA-Language and Technology Centre (NLLIA-LATTICE) is part of the Centre for Language Teaching and Research at the University of Queensland. One of LATTICE's roles is the development and maintenance of the NLLIA database system which includes on-line computerised databases on post-secondary language-related courses, resources, language professionals, bibliographies, scholarships, adult language and literacy courses, literacy research and other computer-based services such as a regularly updated conference schedule and electronic mail. The Database System is available on-line through the Australian Academic Research Network (AARNet) or through the Internet. Other roles of NLLIA-LATTICE include carrying out research projects relating to language and/or technology, providing technical assistance to users and providing information and referral services to a growing number of clients nationally and internationally.

Objectives

- to provide essential information on languages, the teaching of languages, linguistics and applied linguistics via appropriate computer systems to all sections of the Institute and the Teaching and Curriculum Centres of the Institute, and other potential users, on a cost-efficient basis
- to develop products from the collected information of the database system, and from other sources, to meet end-user demands
- to provide and support computer-based and technology-based research resources for language and linguistic research, and to investigate relevant methodologies and to conduct specific projects
- to conduct research into the application of information technology to the work of the Institute, with specific reference to:
 - information collection, access and dissemination
 - the use of technology to enhance dialogue, communication and collaboration, particularly the use of Computer Networks
 - the use of technology to enhance language and literacy education in distance mode
- to conduct technology-based research into language, linguistics, language learning and language teaching, with particular reference to information technology and Computer-Aided Language Learning (CALL)
- to carry out consultancies, training, provision of advice, to assist in the meeting of these objectives, and other objectives as may from time to time be initiated

Capabilities

- development and maintenance of computer databases and other computer network services
- provision of training and technical assistance on the use of LATTICE's computer services, and on international network services
- production of disk and print publications from materials stored on the databases and through the international networks
- provision of information on international liaison with language and literacy colleagues overseas
- provision of a business hours information service to people seeking assistance on language and literacy related matters
- research projects relating to language and literacy matters, especially in the areas of open learning, distance education, computer-aided language learning and software development

Staff

- Prof. Roland Sussex, Director (0.2 time fraction)
- Peter White, Information Services Manager (1.0)
- Nigel Hamilton, Programmer (0.5)
- Matthew Deshon, Programmer (0.2)
- Helen Achurch, Data Entry Operator (1.0)
- Andrew Jones, Systems Programmer (0.5)
- Carol Owen, Graduate Administrative Officer (0.2)

Projects

1990

- Analysis and selection of computer hardware

Goal: To select appropriate computer hardware for future development of NLLIA information system. Funding: NLLIA.

- Analysis and selection of database software for the development of the NLLIA Database system. Goal: To select appropriate database software compatible with the computing operating system, and ongoing development of the proposed NLLIA Database system. Funding: NLLIA.

- Initial development of the NLLIA Database System

Goal: To develop the core programming of the NLLIA Database system which entails writing of specifications, programming, testing, and implementation. Funding: NLLIA.

- Survey of LOTE in Australia's TAFE Systems

Goal: To provide information on language teaching within Australia's TAFE Systems, to complement the work being undertaken by the Review of Teaching of Modern Languages in Higher Education (The Leal Review). Funding: DEET \$19,800.

1991

- Database Development

Goal: To finalise Courses Database; Develop Resources, and Language Professionals Databases. Funding: NLLIA.

- Development of UNIX Front-End Menu system for users.

Goal: To develop a series of general access menus to assist remote users in using AARNet and NLLIA Database system applications. Funding: NLLIA.

- ASLLP Database Project

Goal: To compile a database of materials produced under the ASLLP and incorporate it within the NLLIA Resources Database. Funding: DEET \$47,500.

- Development of training information and seminars

Goal: To develop and provide training materials and seminars for NLLIA and other users of Lingua and the NLLIA Database system. Funding: NLLIA.

- Production of 13 CALL Reports

Goal: From the Resources Database, to produce a set of written reports on current resources available in computer-aided language learning. Funding: NLLIA.

1992

- Maintenance of existing databases

Goal: To maintain and update existing databases; to provide an on-line thesaurus for the Resource and Bibliographic databases. Funding: NLLIA.

- Development of new databases

Goal: To develop new Bibliographic database. Funding: NLLIA.

- Production of Database Systems Manual.

Funding: NLLIA.

- Development of Scholarships Database

Goal: To develop a scholarships database which provides information on current scholarships and other awards available for language researchers, teachers, and students. Funding: NJLA Special Grant \$3,500.

- Development of Adult LOTE Database

Goal: To develop an Adult LOTE database which provides current information on adult LOTE courses; to produce a book on current adult LOTE courses for sale. Funding: NLLIA Special Grant \$9,859.

- Production of LATTICE Publicity Materials

Goal: To provide publicity materials for LATTICE publications and services. Funding: NLLIA.

- Production of printed ASLLP Resource book.

Goal: To provide information on ASLLP-funded resource materials available in Australia in a format available to users who do not have access to the computer network. Funding: DEET (as part of ASLLP project).

- Production of LATTICE Newsletter

Goal: To provide a printed newsletter on LATTICE activities for remote users nationally and internationally. Funding: NLLIA.

- Develop LATTICE Information Services

Goal: To provide an office-hours telephone and computer information service for interested persons; to develop a reporting system based on this service. Funding: NLLIA.

- International Conference Index

Goal: To provide a bi-monthly conference schedule to NLLIA colleagues and subscribers; to collect information on forthcoming conferences from relevant publications, and from the computer network. Funding: NLLIA.

- Goethe Institute Bibliography

Goal: To produce a copy-ready master of the Goethe Institute's draft of German studies in Australia. Funding: Goethe Institute \$1,000.

- Goethe Institute Study of German Studies in Australia

Goal: To produce a directory of German language courses for adults in Australia for the Goethe Institute. Funding: Goethe Institute \$3750.

- Australian Speech Science and Technology ASSTA Directory

Goal: To update the 1990 version of the ASSTA Directory; carry out a survey of members and organisations; to re-compile and format the directory to print-ready stage. Funding: ASSTA \$2995.

1993

- Maintain and upgrade database system, including completion of documentation

Goal: To ensure that database system is up to date and useable. Funding: NLLIA.

- Development and Implementation of database on Current Research for Adult and Child Literacy

Goal: To develop a database of current and past research into the areas of adult literacy and child ESL, in consultation with representatives of the literacy research networks. Funding: NLLIA Core Grant \$190,000 and \$13,000 from Networks for data entry (6 months).

- Revision and publication of on-line Thesaurus

Goal: To ensure that thesaurus is updated to include relevant descriptors for the adult and child ESL database, as well as for the resources and bibliographic databases. Funding: NLLIA.

- Development of Archive Database

Goal: To enable relevant Courses database information to be maintained; to allow for longitudinal research in later years in respect to language subject data. Funding: NLLIA.

- Update of CALL Reports

Goal: To keep CALL information up to date and accessible. Funding: NLLIA.

- Production of a printed Directory of Scholarships

Goal: To produce a book for dissemination sale to people who do not have access to the computer network. Funding: NLLIA.

- Develop Bulletin Boards/Listservers for NLLIA and key groups

Goal: To establish computer 'bulletin boards (listservs)' for use by NLLIA centres, and those involved in language and linguistics research and teaching throughout Australia. Funding: NLLIA.

- Maintain publication of Conference Index

Goal: To provide a bi-monthly conference schedule to NLLIA colleagues and subscribers; to collect information on forthcoming conferences from relevant publications, and from the computer network. Funding: NLLIA.

- LOTE in Catholic Schools in Queensland: A Long Term Approach.

Goal: To contribute written material for this study on the use of computer and other technology for LOTE Study in schools; to contribute written material for this study on the feasibility of establishing distance education methods. Funding: Qld Catholic Education Commission via NLLIA \$3,500.

- ASEAN/VOCELT Database on ESL for vocational purposes (in progress)

Goal: To establish a 'stand-alone' database of ELT requirements of the ASEAN nations; to load data from relevant countries into the database; to provide summary reports to DEET/ASEAN on a request basis. Funding: DEET (via NLLIA) \$6000.

- ADELT Database (in progress)

Goal: To develop a database of language professionals who are interested in teaching ESL overseas. The database is a key part of the ADELT project which proposes to provide information to overseas ESL providers on a for-profit basis. Funding: NLLIA Core Grant and Special Grant from NLLIA \$5000.

Teaching, training, and development activities 1990-1993

Training:

All the sessions listed below (unless otherwise specified) relate to the training of people in the use of Lingua and the NLLIA Database system.

1990:

Melbourne: Advice/training to new NLLIA Directorate office re computers.

1991:

ALAA Conference, James Cook University. Three seminars on use of NLLIA Database System.
(Approx. 45 people)
ALS Conference, The University of Queensland: A seminar on use of NLLIA Database System.
(Approx. 15 people)
NLLIA Office, Melbourne. (Approx. 10 people)

1992:

CLTR/Qld Dept of Education Seminar. (Approx. 17 people)
Language Expo '92: Melbourne. Seminar/workshop. (Approx. 35 people)

1993:

ARA Conference: July 1993, Melbourne. Seminar. (Approx. 15 people)
AATE Conference: July 1993, Adelaide. Symposium (Approx. 40 people) (in conjunction with Literacy Networks).
NLLIA, Canberra and Melbourne (1 workshop Melbourne, 2 Canberra)
MLTAQ: Workshop, September 1993, Brisbane. (Approx. 20 people)
LACU, Qld Dept of Education, December 1993, Brisbane (5 people)

Other Activities

LATTICE has maintained liaison and information flows with the following organisations:

Qld Dept of Education, Language and Cultures Unit
NLLIA R & D Centres, SA Teaching and Curriculum Centre, WA Centre
DEET (various branches and sections)
NCELTR
Goethe Institute
ASSTA (Australian Speech Science Technology Association)
Centre for Applied Linguistics, Washington, DC
TESL-L, CUNY, New York City, NY
CELIA, CUNY, La Trobe University and University of Minnesota
The Linguist, Universities of Michigan and Texas A and M.
Premier's Dept, Queensland
Chulalongkorn University, Bangkok, Thailand
Thammasat University, Bangkok, Thailand
Prof. Barry Leal and his team
Open University of the UK
Australian National Dictionary Centre at ANU
David Lam Centre, Simon Fraser University, Vancouver, Canada
Centre for Information on Language Teaching and Research, London, UK
CALICO, Duke University, Durham, North Carolina
RELC, Singapore
University of Waikato, New Zealand

Information Service

The figures below indicate the recorded requests for the year indicated. Records have been kept since June 1991.

June - Dec '91	123
1992	453
1993	433
Total	1009

Additional data on information requests are maintained by LATTICE.

Database status at 31/12/93

Number of accessible entries by database:	
Courses	8392
Resources	6966
Language Professionals	2459
Bibliographies	6358
Institutions	829
Scholarships	289
Adult Language	918
Literacy Research	511
Archived courses	2880
Total	29602

Publications 1990-1993

Books:

Baker, B and White, P. 1992 *Where Can I Learn a Language Other Than English*, LATTICE, University of Qld, Qld

Baker, B. and White, P. 1991 *Survey of Languages other than English in TAFE*, LATTICE, University of Qld, Qld

Sussex, R. 1991, *Author languages, authoring systems and their relation to the changing focus of Computer-Aided Language Learning*. Technical Report #23, Department of Computer Science, La Trobe University, Melbourne.

White, P. 1993 *Directory of Scholarships for Language Students and Professionals*, LATTICE, University of Qld, Qld

White, P.B., Baker, B.G., and De Jong, V. (eds) *The Australian Second Language Learning Program (ASLLP): An Index of Resources 1988-1992*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-196, September 1992.

Journal Articles:

Sussex, R. 1992 *Review of 'Computer-Assisted Language Learning and Testing: Research issues and Practice'* by Patricia Dunkel, Computer-Assisted Language Learning, Vol. 4, No. 3, pp. 191-206.

Chapters of Books:

Sussex, R. 1991 Current issues in distance language education and open learning: an overview and an Australian perspective, in *International Perspectives on Foreign Language Teaching*, G. Ervin (ed.), National Textbook Company, Lincolnwood.

Sussex, R. 1992 Invoking and exploring HELP in a decoupled task <-> discussion level environment for second language learning, in *the Bridge to International Communication: Intelligent Tutoring Systems for Foreign Language Learning*, M. Swartz and M. Yazdani (eds), Springer-Verlag, New York.

Papers, Reports and Submissions:

Baker, B. and White, P. 1992 *Australian Second Language Learning Program (ASLLP) Database Project, October 1991 - June 1992*, Report for Dept of Employment, Education and Training.

Sussex, R., and Cumming, G. 1991 *Intelligent education systems to support second language learning*, paper presented at the Knowledge Based Environments for Teaching and Learning at the 6th International PEG conference, Genova, Italy.

White, P.B. *Technical Report TR-CALL-1 Computer Aided Language Learning (CALL) Software: Russian*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-15, October 1991.

White, P.B. *Technical Report TR-CALL-2 Computer Aided Language Learning (CALL) Software: French*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-52, October 1991.

White, P.B. *Technical Report TR-CALL-3 Computer Aided Language Learning (CALL) Software: German*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-37, October 1991.

White, P.B. *Technical Report TR-CALL-4 Computer Aided Language Learning (CALL) Software: Japanese*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-10, October 1991.

White, P.B. *Technical Report TR-CALL-5 Computer Aided Language Learning (CALL) Software: Chinese*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-10, October 1991.

White, P.B. *Technical Report TR-CALL-6 Computer Aided Language Learning (CALL) Software: Italian*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-27, October 1991.

White, P.B. *Technical Report TR-CALL-7 Computer Aided Language Learning (CALL) Software: Spanish*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-46, October 1991.

White, P.B. *Technical Report TR-CALL-8 Computer Aided Language Learning (CALL) Software: English*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-49, October 1991.

White, P.B. *Technical Report TR-CALL-9 Computer Aided Language Learning (CALL) Software: Dutch*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-8, October 1991.

White, P.B. *Technical Report TR-CALL-10 Computer Aided Language Learning (CALL) Software: Swedish*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-5, October 1991.

White, P.B. *Technical Report TR-CALL-11 Computer Aided Language Learning (CALL) Software: Portuguese*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-5, October 1991.

White, P.B. *Technical Report TR-CALL-12 Computer Aided Language Learning (CALL) Software: Modern Greek*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-5, October 1991.

White, P.B. *Technical Report TR-CALL-13 Computer Aided Language Learning (CALL) Software: Classical Languages*, NLLIA Language and Technology Centre, The University of Queensland. pp i-iii, 1-5, October 1991.

Baker, B.G. and White, P.B. Distance Education and Technology, and Distance Education Specific to Catholic Education. In a Report commissioned by the Queensland Catholic Education Commission, Brisbane prepared by the National Languages and Literacy Institute of Australia; *LOTE in Catholic Schools in Queensland: A long-term approach*. August 1993.

Conference Activity 1990-1993

Other Addresses:

MLTAQ, 1990 Conference, Brisbane: Introduction to the NLLIA Database System.

Seminars/workshops run (see training above)

Conferences attended: (P. White)

MLTAQ, 1990, Brisbane

'Language is Good Business', September 1990, Canberra

NLLIA Planning Conference, November 1990, Melbourne

ALAA Congress, November 1991, Townsville

NLLIA Planning Conference, November 1991, Melbourne

Language Expo '92, November 1992, Melbourne

NLLIA Planning Conference, December 1992, Canberra

AATE Conference, July 1993, Adelaide

ARA Conference, July 1993, Melbourne

NLLIA Planning Conference, September 1993, Canberra

Language Testing and Curriculum Centre (LTACC)

The NLLIA Language Testing and Curriculum Centre focuses on two areas. The first is scale-related proficiency assessment; this involves the development and application of proficiency scales and related assessment procedures, and training in their use. The second is the implications of proficiency, its development and its application to curriculum design and evaluation. NLLIA-LTACC is based at Griffith University, Queensland.

Objectives

- to conduct and promote research and development in language testing and other forms of language assessment, and in language curriculum design and evaluation in the interaction between assessment, methodology and curriculum
- to evaluate language teaching programs and to conduct research and promote development in program evaluation
- to develop assessment instruments for English and other languages with emphasis on the assessment of proficiency (both general and specific purpose)
- to relate assessment and curriculum design to the needs of industry, education, society and individuals
- to offer short courses in language assessment, curriculum design and related evaluation to teachers and others

Capabilities

- policy and planning advice on all education issues
- consultancy services in the design and delivery of language programs and language proficiency testing instruments
- professional development for teachers at post graduate level

Staff

- Professor David E. Ingram, BA, BEd (Qld), MA, PhD (Essex), Director of NLLIA LTACC
- Elaine Wyllie, BA (Qld), Dip Ed (Melb), MEdSt (Qld), Deputy Director of NLLIA LTACC
- Penny McKay, BEd (SA CAE), MA (Arizona State), Project Consultant with NLLIA LTACC.
- Laura Commins, BA (Qld), Dip Ed (Qld), Research Fellow/Project Officer
- Catherine Hudson, BA (Syd), Dip Ed (Syd), Research Fellow/Project Officer

Projects

1991

- Formative evaluation of Asian Language Curricula. LTACC evaluated the curricula for Thai, Korean and Vietnamese. Funding: \$9,000 from the Asian Studies Council.

1991-92

- Development of assessment components for the Asian Language Curricula. LTACC collaborated with LTC to develop guidelines for assessment and exemplar tasks for the project teams working on the Thai, Korean and Vietnamese curricula. A workshop was held with the Thai and Korean project teams to seek to develop materials which could be compatible with the National Foreign Languages at Senior Secondary School Level guidelines. Funding: \$25,000 from Asian Studies Council.
- Evaluation of Italian language teaching materials. The client requested an appraisal of the effectiveness of a set of videotaped teaching materials based on 'superlearning'. The evaluation involved a review of the literature on superlearning and a simple trial of the materials. Funding: \$1,500 consultancy.

- Development of an employment-oriented version of the Australian Second Language Proficiency Ratings for learners of Putonghua (Chinese). A set of tasks for testing was also developed. This was part of an NLLIA project on LOTE assessment which also involved LTC. Funding : \$54,560 from DEET, through the Australian Second Language Learning Program.
- Development of ESL Bandscales and coordination of NLLIA project ESL Development. LTACC developed three sets of Bandscales for learners at Junior Primary, Middle/Upper Primary and Secondary levels. The national project, which also developed assessment and reporting guidelines and exemplar assessment tasks, was coordinated by Penny McKay. LTACC collaborated with LTC and LARC. Funding: \$167,700 from DEET, through the Australian Second Language Learning Program (ASLLP).
- Test-retest reliability trialling of the International English Testing System (IELTS) Speaking test. The project sought to identify reasons - related to the speaking behaviour elicited - for discrepancies between scores given to the same candidate on two occasions. Funding: \$7,800 from the International Editing Committee of IELTS.
- Establishment of ASLPR benchmarks for the access: test for intending immigrants to Australia. LTACC's role in this national project, which was coordinated by NCELTR and which involved LTC, was to establish benchmarks for key levels on the access: test in terms of the Australian Second Language Proficiency Ratings. Funding: Approximately \$105,000 from DSEA per the National Centre for English Language Teaching and Research (NCELTR).
- Evaluation of the Department of Foreign Affairs and Trade (DFAT) language training assessment procedures, as part of an NLLIA evaluation of the DFAT language training program. Funding: \$4,000 from DFAT per NLLIA.
- Investigation of teacher education aspects of the Queensland Catholic Education Commission Languages Other than English (LOTE) policy, as part of an NLLIA review of policy. Funding: \$2,050 from the Queensland Catholic Education Commission per NLLIA.

1993-94

- The development of a specific purpose model of the Australian Second Language Proficiency Ratings, exemplified by versions for English for Academic Purposes, English for Business Purposes and English for Engineering Purposes. The project seeks to investigate the applicability of direct, adaptive assessment techniques to specific purpose proficiency assessment. Core funding from the NLLIA.
- The development of a version of the Australian Second Language Proficiency Ratings for learners of Japanese. This is part of an NLLIA project on assessment of Japanese proficiency which also involves LTC. Funding : \$40,000 from DEET.
- The development of a version of the Australian 1993-94 Second Language Proficiency Ratings for learners of Indonesian. This is part of a national project: Teaching Indonesian as a Foreign Language (TIFL). While this is not strictly an NLLIA project, LTACC staff are involved. Funding: \$30,000 from DEET.
- The development of versions of the Australian Second Language Proficiency Ratings for learners of Auslan and Australian Sign Language. LTACC is acting as consultant to CDCS on this project. Core NLLIA funding to CDCS.
- The trialling with native speakers of the International English Language Testing System. This project, which is a collaboration between LTACC and the University of Cambridge Local Examinations Syndicate, involves the administration of IELTS listening, reading, writing and language systems tests with native speakers of English about to enter or already studying in technical or tertiary courses in Australia and the UK. Funding : \$4,762 from IELTS.

An assessment of the Cambridge Assessment of Spoken English (CASE) system. This project aims to assess the appropriateness of the CASE test for the IELTS system. The first stage of the project involves a review of the relevant literature and of the CASE material. Funding: \$6,406.78 from IELTS.

Projects awarded but not yet started:

- LOTE Enrichment Programs and their Value. Funding: \$30,908 from DEET, through the Innovative Languages Other than English in Schools (ILOTES) Program. It is expected that the project will produce convincing arguments that certain types of LOTE enrichment programs should be included in regular LOTE programs and workable suggestions as to how this can be achieved.
- Minimum Skills/Competencies needed by LOTE teachers. Funding: \$94,735 from DEET, through the ILOTES program. Outcomes will include skills/competencies related both to the proficiency in the LOTE being taught and other professional areas such as methodology.

- LTACC has been awarded a project to develop an examiner trainer package for the IELTS Speaking test. Funding: \$5,000 from the International Editing Committee. Work will start when the format of the new test has been decided.

Current Tenders:

- LTACC has submitted an application for funding under the DFAT Australia and Asia Institutional Linkages (Grants) Program. Amount requested \$43,812.39.

Teaching, Training and Development Activities 1990-93

ASLPR courses. A total of 44 20-hour courses have been held in Adelaide, Brisbane, Cairns, Canberra, Dandenong, Darwin, Footscray, Logan City, Melbourne, Perth, Sunshine Coast, and Toowoomba, 26 at Introductory level and 18 at Advanced level. A high proportion of these have been contract courses for TAFE colleges with ESL programs. Participants are mainly ESL teachers and administrators; the average number of participants per course has been 14.

Other courses on assessment. Seminars for secondary-school LOTE teachers on criterion-based assessment were held in Hobart and Launceston in 1992. Funded by the NLLIA.

Teaching on short, non-award courses in applied linguistics and language teaching. LTACC staff have taken the sessions on assessment in the 50-hour Introduction to Language Teaching course regularly run by the Language Testing and Curriculum Centre (CALL) at Griffith University, and two courses run by CALL in 1992 for Languages other than English teachers in the Queensland Department of Education.

Teaching on formal award courses in applied linguistics and language teaching. LTACC staff have taught sessions on assessment on Graduate Certificate Courses in Applied Linguistics run by CALL, the Master of Arts (Applied Linguistics) course at Griffith University and the Master of Arts (Applied Linguistics) course at the University of Queensland.

Other Activities 1990-93

Testing service. Over 700 tests were conducted in the period 1990-3. These were for academic, professional or legal purposes. They included 60 tests in Chinese, using the new Chinese version of the ASLPR. As well, self-assessment versions of the ASLPR provided by LTACC have been used by approximately 200 students of Chinese, Japanese and Korean as part of Griffith University course evaluation and action research projects.

Monitoring service. A data base has been established of the 700 tests conducted in the testing service, and this will be the basis of a monitoring procedure using FACETS, a sophisticated application of Item Response Theory. This service is being offered to outside agencies as a means of ensuring quality control of assessments.

ASLPR accreditation. An evaluation of ASLPR testers has been developed.

Tests and testing database. LTACC has been acquiring materials for the database and has had initial discussions with LATTICE about the project.

Certification of proficiency in Italian. In 1993 Griffith University signed a contract with the Universita per Stranieri in Perugia whereby LTACC will administer tests which lead to certification according to the five levels established by the Association of Language Testers in Europe.

Publications

Books and Journals:

Ingram, D. and John, G., 1990, *The Teaching of Languages and Cultures in Queensland: Towards a Language Education Policy for Queensland Schools*, Centre For Applied Linguistics and Languages, Griffith University, Brisbane.

Ingram, D., Stanley J. and Chittick, G., 1990, *The Relationship Between International Trade and Linguistic Competence*, AGPS, Canberra.

Ingram, D., Wylie, E. and Huang, X., 1993, *Australian Second Language Proficiency Ratings: Version for Chinese*, DEET, Canberra.

McKay, P. and Scarino, A., 1991, *The ALL Manual for Curriculum Developers*, Curriculum Corporation, Melbourne.

McKay, P. and Scarino, A., 1991, *The ESL Framework of Stages: An Approach to ESL Learning in Schools - K-12*, Curriculum Corporation, Melbourne.

Scarino, A., Vale, D. and McKay, P., 1991, *Developing Syllabuses and Programs: A Series of Exemplars - K-12*, Curriculum Corporation, Melbourne.

Vale, D., Scarino, A. and McKay, P., 1991, *Pocket ALL*, Curriculum Corporation, Melbourne.

Journal Articles:

Ingram, D. and Wylie, E., 1991, 'Developing Proficiency Scales for Communicative Assessment', *Language and Language Education*, Vol. 1, No. 1, pp 31-60.

Ingram, D. and Wylie, E., 1992, 'Communicative Competence and Language Proficiency Testing', *Asian Studies Review*, Vol. 15, No. 3, pp 30-37.

Ingram, D., 1990, 'Language-in-education planning: A review of the 1980s', *Annual Review of Applied Linguistics*, (ed. B. Kaplan), pp 53-78.

Ingram, D., 1990, 'The Australian Second Language Proficiency Ratings (ASLPR)', *AILA Review: Standardisation in Language Testing*, No. 7, pp 46-61.

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Ingram, D., 1991, 'Review of the 'White Paper' on Language Policy in Australia: Australia's Language - the Australian Language and Literacy Policy', *Babel*, Vol. 26, No. 3, pp 4-14.

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Ingram, D., 1992, 'Queensland-The Sunshine State', *Standpoints*, special issue edited by Wilga Rivers, Vol. 5, No. 5, pp 26-29.

Ingram, D., 1992, 'Specifying and Assessing Skills for Language Teachers', *Babel*, Vol. 27, No. 2, July.

Ingram, D., 1993, 'Developing LOTE Education for Australia's Economic Future: The Relevance of Language Skills and Language Learning to Industry', *Babel*, Vol. 28, No. 1, April, pp 6-17.

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Lee, T., Wylie, E., McKay, P. and Ingram, D., 1994, 'Process-Oriented Language Assessment', *Language Testing* (forthcoming).

Lumley, T. and McKay, P., 1992, 'The NLLIA ESL Development Project and Assessment in the Curriculum', *TESOL in Context*, Vol. 2, No. 2, pp 10-16.

McKay, P., 1990, 'Principles of Teaching and Learning Language: How effective is your teaching?' *TESOL in Context (Journal of Australian Council of TESOL Associations)*, Vol. 1, No. 1.

McKay, P., 1991, 'The ESL Framework of Stages: Towards a long-term view of ESL teaching and learning', *VOX*, Vol. 6, pp 66-72.

McKay, P., 1992, 'ESL Informed Planning in the Mainstream. Using the ESL Framework of Stages', *TESOL in Context (Journal of Australian Council of TESOL Associations)*, Vol. 2, No. 1.

Taylor, C., Wylie, E., Brown, A. and Liddicoat, A., 1992, 'The Japanese Language Proficiency Project', *Bulletin of the Japanese Studies Association of Australia*, Vol. 12, No. 2, pp 67-79.

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Ingram, D. and Wylie, E., 1993, 'Assessing Speaking Proficiency in the International English Language Testing System', in *A New Decade of Language Testing*, Douglas, D. and Chapelle, C., TESOL Publications, Alexandria, Va.

Ingram, D., 1991, 'Language Policy Development', in *Languages in the Australasian Context*, Parkinson, W. (ed.), Brisbane.

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Ingram, D., 1991, 'The International English Language Testing System (IELTS): Its Nature and Development', in *Current Developments in Language Testing*, Sarinee, A. (ed.), RELC Anthology Series 25, Singapore, SEAMEO Regional Language Centre.

Ingram, D., 1991, 'The NLLIA Language Testing and Curriculum Centre', in *Languages in the Australasian Context*, Parkinson, W. (ed.), Brisbane.

Ingram, D., 1992, 'Language in Education Planning', in *Oxford International Encyclopaedia of Linguistics*, Bright, W. (ed.), Oxford University Press, Oxford.

McKay, P., Hudson, C., and Sapuppo, M., 1993, 'The NLLIA ESL Bandscales', in *ESL Development: Language and Literacy in Schools: Tapping the Potential*, NLLIA, Canberra.

Available Papers, Reports, Submissions and Working Papers:

Commins, L. and McKay, P., 1992, 'Discussion Paper: LOTE Minimum Skills 'Package' ', in *Teaching of Languages other than English (LOTE): Implications for Teacher Education and Teacher Registration*, Board of Teacher Registration, Brisbane.

Davies, A., Ingram, D., Elder, C., McKay, P. and Wylie, E., 1991, *National Asian Languages Assessment Project*, Report to the NLLIA and the Asian Studies Council, Melbourne.

Ingram, D. and John, D., 1991, *Queensland Report to the National Enquiry into the Employment and Supply of Teachers of Languages other than English*, Report to the National Enquiry, DEET, Canberra.

Ingram, D., 1990, *Advance Organiser*, Paper presented at the Asian Studies Council's International Working Group on the Assessment of Proficiency Levels for Students of Japanese as a Foreign Language, Canberra.

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Ingram, D., 1990, *Overview of the Report on The Teaching of Languages and Cultures in Queensland*, Paper presented at the Meeting of Tertiary Language Departments in Queensland, Queensland Education Department, Brisbane.

Ingram, D., 1990, *Overview Paper: Towards the Development of Proficiency and Other Tests in Japanese as a Foreign Language in Australia*, Paper presented at the Asian Studies Council's International Working Group on the Assessment of Proficiency Levels for Students of Japanese as a Foreign Language, Canberra.

Ingram, D., 1990, *Report on the Evaluation of the National Curriculum Projects in Chinese, Indonesian and Japanese*, Report to the Asian Studies Council, Canberra.

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Ingram, D., 1991, *Comments on the Green Paper 'The Language of Australia'*, Submission on behalf of the Australian Federation of Modern Languages Teachers Associations to the Language Policy Working Party of DEET, Canberra.

Ingram, D., 1991, *Implications of the Australian Government's White Paper on Language Policy, 'Australia's Language', for the Griffith University's Involvement in the Teaching of Languages other than English*, Paper prepared for Griffith University Working Party on the White Paper, Brisbane.

Ingram, D., 1991, *Language Centres Around the World: Report of an FIPLV Project*, Paper presented at the XVIIth FIPLV World Congress - Lifelong Language Learning, Pecs, Hungary.

Ingram, D., 1991, *Language Policy Development*, Paper presented at the 8th National Languages Conference of the Australian Federation of Modern Languages Teachers Associations, Griffith University, Brisbane (Reprinted in Parkinson, W. (ed.), 1991 *Languages in the Australasian Context*, Brisbane).

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Ingram, D., 1991, *Languages: Passport to a Changing World: Summary of the 1991 Biennial State Conference of the Modern Language Teachers Association of Tasmania*, Paper presented at the Biennial State Conference of the Modern Language Teachers, Launceston.

Ingram, D., 1991, *LOTEs in the Business Community*, Invited plenary paper to the Biennial State Conference of the Modern Language Teachers Association of Tasmania, Launceston, 26-29 September (Reprinted as 'Languages in the Business Community' in *Babel*, Vol. 27, No. 1, April 1992, pp 8-22).

Ingram, D., 1991, *Principles of Language-in-Education Planning*, Paper presented at the XVIIth FIPLV World Congress - Lifelong Language Learning, Pecs, Hungary.

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Ingram, D., 1991, *Submission to the Foreign Affairs Sub-committee of the Joint Committee on Foreign Affairs, Defence and Trade of the Federal Parliament on the Inquiry into Australia's Relations with Indonesia*, Submission on behalf of the Australian Federation of Modern Languages Teachers Associations, Canberra.

Ingram, D., 1991, *Submission to the Senate Standing Committee on Foreign Affairs Inquiry into Australian-Latin America Relations*, Submission on behalf of the Australian Federation of Modern Languages Teachers Associations, Canberra.

Ingram, D., 1991, *Submission to the Strategic Review of Research in Education*, Submission on behalf of the Australian Federation of Modern Languages Teachers Associations, Canberra.

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Ingram, D., 1991, *Written and oral submission to the Inquiry into Australia's Relations with the Republics of Latin America*, Submission to the Senate Standing Committee on Foreign Affairs, Defence and Trade (Published in *Official Hansard Report*, 25 October 1991, pp 1158-1182), Canberra.

Ingram, D., 1992, *A Profile of the LOTE Teacher in the 21st Century*, invited paper to the Seminar of the Association of Independent Schools in Queensland, Brisbane, November 4.

Ingram, D., 1992, *Assessing Special Purpose Proficiency*, XVIIth FIPLV World Congress - Lifelong Language Learning, Pecs, Hungary.

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Ingram, D., 1992, *Primary School Language Teaching: An Overview on Reasons, Policies and Implementation*, Invited plenary paper to the AFMLTA National Workshop on Languages in the Primary School, Two-Way Talk: Languages in the Primary School, Adelaide, September 25-27 (Reprinted in *Babel*, Vol. 28, No. 2, August 1993, pp 8-21).

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Ingram, D., 1992, *Review of the White Paper on Language Policy in Australia*, invited paper to the AFMLTA National Workshop on Language Teacher Education, Sydney, May 23-24.

Ingram, D., 1992, *The ASLPR for Indonesian*, invited paper for a Round-Table Discussion on Assessing Proficiency in Indonesian, RAAF School of Languages Conference on Indonesian, Pt Cook, May 12.

Ingram, D., 1993, *Excellence in Teachers*, plenary paper to the Ninth Biennial National Languages Conference, Darwin, July 6-9, (Reprinted in *Conference Proceedings*, Office of Sport, Recreation and Ethnic Affairs/Office of Multicultural Affairs/NT Department of Education, pp 1-15).

Ingram, D., 1993, *Language Policy in the 1990s*, invited paper to the Pre-Conference International Workshop on Foreign Language Planning, National Foreign Language Centre, The John Hopkins University, Washington, D. C., September 20.

Ingram, D., 1993, *The Needs of Business and Industry for Language Skills: Response to Ministerial Reference Two*, a major paper prepared for the Australian Language and Literacy Council for transmission to the Federal Minister for Employment, Education and Training and for tabling in the House of Representatives, May.

Ingram, D., 1993, *Towards Language Excellence in the 21st Century*, closing address to the Ninth Biennial National Languages Conference, Darwin, July 6-9, (Reprinted in *Conference Proceedings*, Office of Sport, Recreation and Ethnic Affairs/Office of Multicultural Affairs/NT Department of Education, pp 16-21).

Ingram, D., McKay, P. and Wylie, E., 1991, *Report on the Evaluation of the National Language Curriculum Projects in Thai, Korean and Vietnamese*, Report to the NLLIA and Asian Studies Council, Canberra.

Ingram, D., *Summary and Projection*, invited summary paper to the Colloquium on After-Hours Classes in Community Languages of the Languages and Cultures Unit of the Queensland Department of Education, Brisbane, August 26.

McKay, P., 1990, *ESL Issues in Australian Schools*, National ESL Reference Group, Canberra.

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Wylie, E. and Ingram, D., 1992, *Australian Second Language Proficiency Ratings (ASLPR): Self-assessment version for Chinese*, NLLIA Professional Database, University of Queensland.

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Wylie, E. and Ingram, D., 1993, An Evaluation of the Department of Foreign Affairs and Trade (DFAT) Language Training Program Assessment Procedures, in *NLLIA Evaluation of DFAT Language Training Program*, confidential report to DFAT.

Wylie, E. and Ingram, D., 1993, *Specific Purposed Proficiency Assessment*, Paper to the RELC Regional Seminar, Singapore, April 19-21.

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Wylie, E., 1992, *The Reliability of IELTS Interviews*, Report to the International Editing Committee of the International English Language Testing System.

Wylie, E., 1993, *An Aspect of the Reliability of the Speaking Test of the International Language Testing System (IELTS)*, Paper to the Language Testing Research Colloquium, Cambridge and Arnhem, August 2-7.

Conference Activities

Plenary Addresses:

Ingram, D.E. (1990) 'The International English Language Testing System (IELTS): Its Nature and Development'. Plenary paper to the 1990 Regional Language Seminar, 'Language Testing and Program Evaluation', RELC Centre, Singapore, 9 - 12 April.

Ingram, D.E. (1990) 'Language Policy Development'. Plenary paper to the Eighth Biennial National Languages Conference of the Australian Federation of Modern Language Teachers Associations, Mt Gravatt Campus, Griffith University, Brisbane, 24-28 September.

Ingram, D.E. (1990) 'Languages in the Australasian Context'. Invited summary paper to the Eighth Biennial National Languages Conference of the Australian Federation of Modern Language Teachers Associations, Mt Gravatt Campus, Griffith University, Brisbane, 24-28 September.

Ingram, David (1991) 'Language Policy in the Context of Realizing Human Rights and Maximizing National Development'. Invited address to the meeting of international UNESCO experts, Mt Gravatt Campus, Griffith University, 20 March.

Ingram, D.E. (1991) 'LOTEs in the Business Community'. Invited plenary paper to the Biennial State Conference of the Modern Language Teachers Association of Tasmania, Launceston, 26 - 29 September.

Ingram, D.E. (1991) 'Languages: Passport to a Changing World: Summary of the 1991 Biennial State Conference of the Modern Language Teachers Association of Tasmania', Launceston, 27 - 29 September, 1991. Reprinted in *MLTAT Conference Proceedings*, 1991, pp. 98 - 104.

Wylie, Elaine (1991) 'The Language Testing and Curriculum Centre of the NLIA'. Plenary address to the Applied Linguistics Association of Australia Conference, Townsville, 29 October to 2 November.

Ingram, D.E. (1992) 'Excellence in Teachers' Plenary paper to the Ninth Biennial National Languages Conference, *Towards Language Excellence in the 21st Century*, Darwin, 6 to 9 July.

Ingram, D.E. (1992) 'Review of the White Paper on Language Policy in Australia'. Invited paper to the AFMLTA National Workshop on Language Teacher Education, Sydney, 23-24 May.

Ingram, D.E. (1992) 'Primary School Language Teaching: An Overview on Reasons, Policies and Implementation'. Invited plenary paper to the AFMLTA National Workshop on Languages in the Primary School, *Two-Way Talk: Languages in the Primary School*, Adelaide, 25 to 27 September.

Ingram, D.E. (1993) 'Language Policy in Australia in the 1990s'. Invited paper to the Pre-conference International Workshop on Foreign Language Planning, National Foreign Language Center, The John Hopkins University, Washington, D.C., 20 September.

Keynote Addresses:

Ingram, D.E. (1991) 'Specifying and Assessing Skills for Language Teachers'. Invited keynote address to the Conference of the Queensland Board of Teacher Registration and the Queensland Education Department's language and Culture Unit, *Teaching Languages other than English: Implications for Teacher Education and Teacher Registration*, Education House, Brisbane, 8 November.

McKay, Penny (1993) 'How Communicative are we and how communicative should we be?' Keynote address to Modern Language Teachers Association of Queensland (MLTAQ) Conference Griffith University, Brisbane, September.

Conference and Other Addresses:

Ingram, D.E. (1990) 'The International English Language Testing System (IELTS): An Overview'. Paper to the Third National Conference of the ELICOS Association, University of Queensland, Brisbane, 5-7 July.

Ingram, D.E. (1990) 'The NLLIA Language Testing and Curriculum Centre'. Paper to the Eighth Biennial National Languages Conference of the Australian Federation of Modern Language Teachers Associations, Mt Gravatt Campus, Griffith University, Brisbane, 24-28 September.

Ingram, D.E. (1991) 'Assessing Special Purpose Proficiency'. Paper to the XVIIth FIPLV World Congress on Language Learning, *Lifelong Language Learning*, Pecs, Hungary, 10-14 August, 1991. Forthcoming in *Working Papers of the NLLIA*.

Ingram, D.E. (1991) 'Language Centres around the World: Report of an FIPLV Project'. Paper to the XVIIth FIPLV World Congress on Language Learning, *Lifelong Language Learning*, Pecs, Hungary, 10-14 August, 1991.

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Ingram, D.E. (1992) 'Developing LOTE Education for Australia's Economic Future: The Relevance of Language Skills and Language Learning to Industry', invited paper to the inaugural Language Expo Australia, 4-7 November.

Ingram, D.E. (1992) 'Teaching English as a Foreign Language'. Invited Audio Teleconferencing Lecture to the Seoul National University, Korea, 30 November.

Ingram, D.E. (1992) 'The ASLPR for Indonesian'. Invited paper for a Round-table Discussion on Assessing Proficiency in Indonesian, RAAF School of Languages Conference on Indonesian, RAAF School of Languages, Point Cook, 12 May.

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Ingram, D.E. (1993) 'Testing and IELTS'. Invited lecture to the staff of the ELICOS Centre, South Brisbane College of TAFE, 11 October.

Ingram, D.E. and Elaine Wylie (1990) 'Assessing Speaking Proficiency in the International English Language Testing System'. Paper to the 1990 Language Testing Research Colloquium, San Francisco, 2-5 March.

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McKay, Penny (1993) 'The NLLIA Bandscales: Catering for age and school variables in assessing and reporting on school ESL development'. Paper to the Queensland Association of Teachers of English to Speakers of Other Languages Conference, 19-21 June.

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Wylie, Elaine (1993) 'An aspect of reliability of the IELTS Speaking Test'. Paper to the Language Testing Research Colloquium, Cambridge and Arnhem, 2-7 August.

Wylie, Elaine (1993) 'The present format of the IELTS Speaking Test - How reliable is it?' Paper to the QATESOL Annual Conference, Brisbane, 19-21 April.

Wylie, Elaine and D.E. Ingram (1991) 'The Development of Specific Purpose Proficiency Rating Scales'. Paper to the Applied Linguistics Association of Australia Conference, Townsville, 29 October-2 November.

Wylie, Elaine and D.E. Ingram (1992) 'How commonalities in developmental paths in different languages can be reflected in proficiency scales'. Paper to the Inaugural Pacific Second Language Research Forum, Sydney, 13-16 July.

Wylie, Elaine and D.E. Ingram (1992) 'The White Paper and ASLPR 2'. Paper to Australian Council of TESOL Associations Conference, Melbourne, 13-17 January.

Wylie, Elaine and D.E. Ingram (1993) 'Specific Purpose Proficiency Assessment'. Paper to the 25th RELC Regional Seminar, Singapore, 19-21 June.

Seminars/workshops:

Ingram, D.E. (1990) 'The International English Language Testing System (IELTS): The Speaking Test', workshop presentation and paper to the 1990 RELC Regional Seminar, 'Language Testing and Language Program Evaluation', RELC Centre, Singapore, 9-12 April.

Ingram, D.E. (1992) 'A Profile of the LOTE Teacher in the 21st Century'. Invited paper to the Seminar of the Association of Independent School in Queensland, AISQ House, Brisbane, 4 November.

Wylie, Elaine (1992) Seminars on criterion-based assessment for Tasmanian LOTE Teachers.

Language Testing Research Centre (LTRC)

The NLLIA Language Testing Research Centre (NLLIA-LTRC) focuses on language testing. LTRC is also the location of the secretariat of the International Language Testing Association until 1996. LTRC is based at the University of Melbourne.

Objectives

- to carry out and promote research and development in language assessment
- to evaluate programs of language learning and teaching
- to develop tests and other appropriate proficiency measurement instruments and assessment procedures for English and other languages
- to provide consultancy services in evaluation and testing
- to provide education and training in the area of language assessment

Capabilities

- Consultancy in all matters relating to language testing and program evaluation
- Higher degree research

Staff at 31 December 1993

- Associate Professor Tim McNamara BA (Melb), MA (London), PhD (Melb), Director
- Anne Brown, BA Hons (York), Dip Hindi (New Delhi), PGCE (Leicester), MA Hons (Melb), Deputy Director,

Project Officers:

- Catherine Elder, BA Hons (Melb), Dip TEFL (London), Dip Ed, MA Hons (Melb)
- Tom Lumley, MA (Oxon), Dip Ed (La Trobe), MA Hons (Melb)
- Gillian Wigglesworth, BA, Dip Ed, PhD (La Trobe)
- Elisabeth Grove, BA Hons, Dip Ed, MA Hons (Melb)
- Julie Harrington, BA (McGill), Dip Ed (Boston), PGDip (Salamanca), MA Hons (Melb)
- Kathryn Hill, BA, Dip Ed (Melb)
- Helen Lunt, BA (Melb), Dip Ling (Monash), MA (London)
- Sophie Gimel, BA (La Trobe), MA (La Trobe)

Administrative Assistants

- Françoise Gelb, BA (CESSEV),
- Fiona Watson

Projects 1990-93

Completed projects:

- Japanese/Korean Test for Tourism and Hospitality

Goal: Beginner/Intermediate tests of oral/aural occupational Japanese/Korean skills.

Administered nationally by NLLIA. Funding: VEF \$195,000.

- Maths/Science Procedure

Goal: Assessment procedure for English skills of overseas trained maths/science teachers.

Funding: VEF \$155,000.

- A report on computer-enhanced language assessment.

Purpose: Review of available tests. Funding: NCELTR and AMES.

- NSW Basic Skills Test

Purpose: Evaluation for cultural basis of NSW Department of Education Basic Skills Tests.

Funding: NSW Dept of Education.

- The Italian Teacher Proficiency Test. Purpose: A 4-skill test designed to assess whether candidates will be able to function effectively as teachers of Italian. Funding: ASLLP \$45,000, plus \$15,000 NLLIA.
- IELTS Validation Project. Purpose: research into minimum English levels for overseas trained maths/science teachers. Core funding: NLLIA.
- The Japanese Test for Tour Guides. Purpose: Advanced-level oral test which simulates key aspects of tour guide-client interaction. Administered nationally by NLLIA. Funding: TTA \$15,000, NLLIA \$80,706.
- The University Test of English as a Second Language. Purpose: Designed to assess whether candidates have adequate levels of English to undertake tertiary courses. Administered annually by LTRC. Funding: NLLIA.
- ESL Development Project: Language and Literacy in Schools. (In collaboration with NLLIA LTACC.) Purpose: this project was undertaken jointly with Griffith University and involved the development of bandscales, exemplar assessment activities and observation guides. Funding: DEET \$97,700.
- Guidelines for English Proficiency Tests. Purpose: commissioned by DEET for tertiary education providers and approving authorities, these guidelines enable the user to determine whether tests being used to screen overseas applicants are appropriate instruments. Funding: NACCIETS \$3,000.
- Evaluation of an school-based immersion program. In collaboration with NLLIA LASC. Purpose: this evaluation follows the progress of a group of students at a Melbourne secondary school studying through the medium of Modern Hebrew. Funding: \$11,850.
- Incentives. Purpose: feasibility study into the introduction of an incentives program for learners of LOTE in years 11 and 12. Funding: ASLLP \$23,700.

Projects in Progress:

- Indonesian English Teacher Proficiency Test. Funding: SEAMEO-RELC 1993 \$29,670; 1994 \$40,000 SEAMEO-RELC (Singapore).
- Tertiary LOTE Placement Testing. Purpose: a computer-adaptive French test has been developed, and is used to assist in the placement of first year university students. A similar test in Japanese is currently being developed. Funding: University of Melbourne \$18,000.
- Tertiary LOTE Exit Testing, University of Melbourne. In collaboration with NCELTR and NLLIA LTACC. Purpose: the LTC is responsible for the development of the speaking component of a new 4-skill offshore English test for prospective migrants to Australia, a project commissioned by DILGEA. Funding: 1993, \$321,048.
- The Dictionary of Language Testing. In collaboration with Prof. Alan Davies, Edinburgh University. Purpose: a reference for masters-level students and practicing teachers. Core funding: NLLIA.
- Australian Language Certificates. In collaboration with ACER. Goal of project: Consultancy on the development of the Australian Language Certificates. Funding: ABMF — 1990 \$20,000; 1991 \$10,000; 1992 \$10,000; 1993 \$10,000; 1994 \$10,000.

- Language testing video series

Purpose: Series of videos on language testing issues for use in graduate-level courses. Core funding: NLLIA.

- The Occupational English Test

Purpose: English test for overseas-trained health professionals. Materials development and research by LTRC. Administration by NLLIA. Funding: 1991-92 \$78,000; 1992-93 \$83,814; 1993-94 \$64,290.

- Japanese Teacher Test

Purpose: A 4-skills test of the Japanese proficiency of Australian teachers of Japanese. Funding: DEET (ILOTES) \$65,950.

- OMA

In collaboration with NCELTR. Purpose: Evaluation of DEET tendered ESL courses. Funding: Office of Multicultural Affairs \$37,011.

Current Tenders:

- Chinese and Korean Teacher Test

In collaboration with NLLIA LTACC. Purpose: A 4-skills test of the Japanese proficiency of Australian teachers of Japanese. Funding: DEET.

- Asian languages school-based assessment

Purpose: An assessment framework for years 5-12 Chinese, Korean, Japanese and Indonesian. Funding: DEET.

- Alternate versions of the Tourism/Hospitality tests in Japanese

Funding: TTA.

- Alternate versions of the Tour Guides Test

Funding: TTA.

- Sri Lanka English Teacher Proficiency Project

In collaboration with the Sri Lankan Ministry of Education. Purpose: Evaluation of English teacher proficiency levels and workshops on assessment for teacher trainers. Funding: AIDAB.

Teaching, training and development activities

- MA in Applied Linguistics, course on Language Testing

Location: University of Melbourne, 14 weeks x 3 hours

No. of participants: Approx. 25 annually

• Supervision/marketing of MA theses on language testing topics (for University of Melbourne MA in Applied Linguistics and other universities)

• Workshops relating to the use of Rasch analysis. Location: Macquarie University

• Seminar on performance testing. Location: RAAF Language School Point Cook Laverton. No. of participants: ~30

• Talk on classroom testing. Location: Institute of Education, The University of Melbourne. No. of participants: 20

Other activities

- The LTC formally represents the NLLIA on:

the Intercampus Committee of NESB Testing and Support

the Joint Education Systems and Tertiary Institutions LOTE Forum

the LOTE Teacher Competency Working Party (sub-committee of JESTILF)

the English Language Skills Working Party (MoET, Department of School Education)

- The Director of the LTC was elected to the position of Secretary/Treasurer of the International Language Testing Association at its AGM in Arnhem, Holland in August 1993. Consequently the LTC will host the Secretariat of the Association for the next 3 years
- Jill Wigglesworth and Tim McNamara are on the access: Test Development committee (Macquarie University)
- the LTRC organised and hosted the visit of Prof. Mari Wesche (University of Ottawa), Faculty Visiting Scholar for two months (May-June 1993); also visits from Prof. Bernard Spolsky (Bar Ilan University), Prof. Elana Shohamy (Tel Aviv University)
- The Director was sponsored by DEET to speak on the LTC assessment projects in Japanese at the Language Methodology Seminar held in Tokyo in November as part of the 'Celebrate Australia' initiative.

Publications 1990-93

Books:

Davies, A. 1990 *Principles of Language Testing* Basil Blackwell, Oxford. 176 pages.
 Davies, A. 1991 *The Native Speaker in Applied Linguistics* Edinburgh University Press, Edinburgh 192 pages.

Articles and chapters:

Brown, A. and T. McNamara 1992 The role of test taker feedback in the test development process. *Melbourne Papers in Language Testing* 1,1: 70-101.
 Brown, A. 1990 The development of proficiency tests in Japanese and Korean for tourism and hospitality. *Language Testing Update* November 1991.
 Brown, A. 1993 The role of test-taker feedback in the development of an occupational language proficiency test. *Language Testing* 10,3.
 Brown, A., C. Elder, T. Lumley, T. McNamara and J. McQueen 1992 Mapping abilities and skill levels using Rasch techniques. *Melbourne Papers in Language Testing* 1,1: 37-69.
 Davies, A. and A. Brown 1990 Designing instruments to measure language proficiency. In E. Wylie (ed.) *Assessment of proficiency in Japanese as a foreign language: Conference proceedings of an international working group*. Canberra: pp. 94-103, Asian Studies Council.
 Davies, A. 1990 Correctness in English. In Tickoo M.L. (ed.) *Languages and Standards: Issues, Attitudes, Case Studies*. Anthology Series 26 SEAMEO-RELC.
 Davies, A. 1990 Operationalising uncertainty in language testing. In Jong John H.A.L. and Stevenson D. (eds) *Individualizing the Assessment of Language Abilities*. Multilingual Matters Ltd. Avon pp. 179-195.
 Davies, A. 1990 The spoken language. Chapter 11. In Wilkinson A., Davies A. and Berrill D. *Spoken English Illuminated*. Open University Milton Keynes: 101-111.
 Davies, A. 1990 The study of language. Chapter 10. In Wilkinson A., Davies A. and Berrill D. *Spoken English Illuminated*. Open University Milton Keynes: 91-100.
 Davies, A. 1991 British Applied Linguistics; the contribution of S. Pit Corder. In Phillipson R., E. Kelleman, L. Selinker, M. Sharwood-Smith and M. Swain (eds) *Foreign/Second Language Pedagogy Research* Multilingual Matters Ltd. Cleveland, pp 52-60.
 Davies, A. 1991 Language testing and evaluation. In W. Grabe and R. Kaplan (eds) *Introduction to Applied Linguistics*, Addison-Wesley Publishing Co. Reading, Mass, pp. 125-139.
 Davies, A. 1991 Language testing in 1990s. In Alderson J.C. and B. North (eds) *Language Testing in 1990s: the Communication Legacy*, Modern English Publications, Macmillan London: 1991, pp 136-149. Also in *Review of English Language Teaching* 1/1.
 Davies, A. 1991 Projects and purposes, NLIA Language Testing Centre, University of Melbourne. *Occasional Paper No. 4*. Melbourne, Australia, pp. 1-9.
 Elder, C. and L. Worley 1990 Miscommunication in the medical encounter: A Function of Language or Social Roles? *Melbourne Papers in Applied Linguistics* 2,1 1990 pp. 19-32. Also published in *Australian Review of Applied Linguistics* 14,1, pp. 17-34.
 Elder, C. and S. Zammit. 1992 Assessing performance in languages other than English: the contribution of the Australian Language Certificates. *Vox* 6: 14-20.

Elder, C. 1991 Predicting performance in teacher education: a dilemma for Language Testers. In Thao Le and Mike McCausland (eds) *Language Education: Interaction and Development. Proceedings of the International Conference Vietnam*. University of Tasmania at Launceston, pp. 262-277.

Elder, C. 1992 How do subject specialists construe language proficiency? *Melbourne Papers in Language Testing* 1, 1:17-36

Elder, C. 1993 How do subject specialists construe classroom proficiency? *Language Testing* 10, 3.

Elder, C. 1993 Language Proficiency as Predictor of Performance in Teacher Education *Melbourne Papers in Language Testing* 2.1.

Hamilton, J., M. Lopes, T. McNamara and E. Sheridan 1993 Rating scales and native speaker performance on a communicatively oriented EAP test. *Language Testing* 10, 3.

Lumley, T. 1993 Reading comprehension sub-skills in an EAP test: teachers' perceptions. *Language Testing* 10, 3.

Lumley, T., L. Mincham and E. Raso (forthcoming) 'The Assessment Instruments: Exemplar Assessment Activities and Observation Guides'. In National Languages and Literacy Institute of Australia, *ESL Development: Language and Literacy in Schools Project. Volume 1: Teacher's Manual - Project Overview, Bandscales and Materials*. Canberra: National Languages and Literacy Institute of Australia.

Lumley, T. and P. McKay 1992 The NLLIA ESL Development Project and Assessment in the Curriculum. *TESOL in Context*, 2, 2:10-16.

Lumley, T. 1991 Development of test of EAP for commencing university students. *Language Testing Update*. Issue 10.

McNamara, T. and E. Eisikovits 1991 *Evaluation of a late bilingual immersion program in Hebrew and English at Mt. Scopus Memorial College, Burwood, Victoria. Technical Report #2*. Melbourne: National Languages Institute of Victoria.

McNamara, T. 1990) Item Response Theory and the validation of an ESP test for health professionals. *Language Testing*, 7, 1: pp. 52-75.

McNamara, T. 1991 Test dimensionality: IRT analysis of an ESP listening test. *Language Testing* 8, 2:139-159

McNamara, T. 1991 The role of Item Response Theory in language test validation. In S. Anivan (ed.), *Current developments in language testing*. Singapore, SEAMEO Regional Language Centre

McNamara, T. 1992 Review of D. Baker, *Language testing: a critical survey and practical guide* (Edward Arnold, 1989) and A. Hughes, *Testing for language teachers* (Cambridge University Press, 1989). *Applied Linguistics*

McNamara, T., S. Döpke and T.J. Quinn 1991 Psycholinguistic aspects of bilingualism. In A.J. Liddicoat (ed.), *Bilingualism and bilingual education*. Melbourne: National languages Institute of Australia.

McNamara, T., S.C. Lorch and E. Eisikovits 1992 Late Hebrew immersion at Mt Scopus College, Melbourne: towards complete Hebrew fluency for Jewish day school students. *Language and Language Education* 2, 1:1-29.

Pinkerton, Y and A. Brown. 1993 *Oosutoraria de kaihatsu sareta kankoo gaido no tame no Nihongo tesuto*. In Gekkan Nihongo. Tokyo: ALC Press, pp87-98.

Wigglesworth, G. 1993 Exploring bias analysis as a tool for improving rater consistency in assessing oral interaction. *Language Testing* 10, 3.

Reports:

Brown, A and R. Parbs 1992 Guidelines for English Proficiency Tests, Canberra: DEET.

Brown, A. and T. Lumley 1991 *English language difficulties encountered by non-English-speaking background students: assessment procedures and remedial action*. Report to the Victorian College of the Arts School of Music.

Brown, A. and T. Lumley 1991 *The University of Melbourne ESL Test*. Report to the Vice-Chancellor's Consultative Committee.

Brown, A. and T. Lumley 1991 'The University Test of ESL'. Developed for University of Melbourne.

Brown, A., T. Lumley and R. Viete 1992 'The University Test of ESL. Handbook for candidates'. University of Melbourne.

Davies, A. 1990 *Evaluation of the New South Wales 1989 Basic Skills Testing Program*. Report to the Ethnic Affairs Commission of New South Wales, pp. 77

Davies, A. 1990 *Evaluation of Four Key Projects in South India*, (first author with Jacob Tharu). Report to British Council and ODA, pp. 38.

Elder, C. 1992 An ESP model for testing the linguistic competence of teachers of Italian. Presented at a seminar on the certification of Italian language competence organised by the Italian Consulate, Victoria.

Elder, C., A. Davies, D. Ingram, P. McKay and E. Wylie 1991 *National Asian Languages Assessment Project*. Report to the Asian Studies Council.

Garner, M., C. Elder and L. Worley, L. 1990 *Getting the Message Across: Communication with patients from a non-English speaking background in the Outpatients' Department of the Royal Women's Hospital*. Report to the Outpatients' Committee. August (1990).

Jensen, M-T. and T. Lumley 1991 'IELTS, General Training Module'. Developed for British Council/IDP Australia/UCLES.

Lumley, T. 1991 'The Occupational English Test for health professionals, October administration: Speaking (2 professions) and Writing (2 professions) sub-tests.' Developed for National Languages Institute of Australia, Melbourne.

Lumley, T. 1992 'The Occupational English Test for health professionals: Speaking (9 professions), Writing (9 professions) and Listening sub-tests.' Developed for National Languages Institute of Australia, Melbourne.

Lumley, T. 1992 Occupational English Test — Development of Speaking, Listening and Writing materials. Unpublished report to the National Languages and Literacy Institute of Australia.

Lumley, T. 1992 Occupational English Test — Training and Retraining of Assessors of Speaking Sub-Test. Unpublished report to the National Languages and Literacy Institute of Australia.

Lumley, T. 1993 English Language Teacher Proficiency Test for Indonesia. Paper and report presented to SEAMEO Australia Institutional Links Project Implementation Project, RELC, Singapore, November (1993).

Lumley, T. 1993 The Development of the Assessment Instruments: The NLLIA-LTC Report. The National Languages and Literacy Institute of Australia, *ESL Development: Tapping the Potential, Volume 1: Teacher's Manual*. pp. 38-46. Unpublished project completion report to the Department of Employment, Education and Training.

Lumley, T. and B. Mullock 1993 'The Occupational English Test for health professionals: Speaking (10 professions), Writing (10 professions) and Listening sub-tests.' Developed for National Languages and Literacy Institute of Australia, Melbourne.

Lumley, T. and R. Viete 1992 'The University Test of ESL'. Developed for University of Melbourne.

Lumley, T., B. Mullock, K. Hill and E. Grove 1993 'The Occupational English Test for health professionals: Reading sub-tests.' Developed for National Languages and Literacy Institute of Australia, Melbourne.

Lumley, T., L. Mincham and E. Raso 1993. The ESL Project Materials (2): the Exemplar Assessment Activities and Observation Guides. In the National Languages and Literacy Institute of Australia, *ESL Development: Tapping the Potential, Volume 1: Teacher's Manual*. pp.185262. Unpublished project completion report to the Department of Employment, Education and Training.

Conference activity 1990-93

Brown, A. (with S. Döpke, K. Love and A. Liddicoat): *Closings in talkback radio*. University of Melbourne Language and Education Research Seminar Series. The University of Melbourne, September 1990.

Brown, A.: *Designing a Japanese proficiency test: how to reflect the needs of industry*. 15th Applied Linguistics Association of Australia congress. Macquarie University, September 24-26, 1990.

Brown, A.: *The reading and writing sub-test of the International English Language Testing System*. EAP in the University Seminar, Royal Melbourne Institute of Technology, November 29, 1990.

Brown, A. and Y. Pinkerton *The development of the Occupational Foreign Language Test*. Tertiary Japanese Teachers' Seminar, Monash University, July 31, 1991.

Brown, A.: *A Japanese test for tourism and hospitality*. The Australia-Japan Foundation Seminar for Teachers of Japanese in Victoria, Warburton, August 16-18, 1991.

Brown, A. and T. Lumley: *Some practical applications of item response theory in language programs*. 4th ELICOS Association Conference, Monash University, August 21-23, 1991.

Brown, A. and T. Lumley: *The development of a diagnostic EAP test: the application of item response theory*. 16th Applied Linguistics Association of Australia Conference, James Cook University, Townsville, September 30-October 2, 1991.

Brown, A.: *LSP testing: the role of linguistic and real-world criteria*. RELC Annual Seminar, Singapore, April 1993.

Brown, A.: *The effect of rater variables in the development of an occupation-specific language performance test*. 15th Language Testing Research Colloquium, Cambridge, August 1993.

Brown, A., C. Elder, T. Lumley, T. McNamara and J. McQueen *Mapping Abilities and Skill Levels Using Rasch Techniques*. Language Testing Research Colloquium, University of British Columbia, Vancouver, February, 1992.

Brown, A., Elder, C. and J. McQueen *Fundamental Issues in Language Testing*. Australian Linguistics Institute, Sydney University, July 1992.

Brown, A. and J. McQueen *LOTE Assessment - Speaking*. Presbyterian Ladies' College, August, 1992.

Brown, A. and T. McNamara *The role of test taker feedback in the test development process*. Language Testing Research Colloquium, University of British Columbia, Vancouver, February, 1992.

Davies, A. *Can test bias be claimed when language proficiency is inadequate?* Annual Language Testing Research Colloquium, Princeton, USA, March 1991.

Davies, A. and Catherine Elder *Language Confidence of Non-Native Speaking Teachers*. Annual Regional English Language Centre Seminar, Singapore, April 1991.

Davies, A. *Language confidence of non-native speaking teachers*. Annual Academic Seminar, Chulalongkorn University, Bangkok, Thailand (invited workshop leader), April 1991.

Davies, A. *Assessment in the NLIA*. Conference on the Government Green Paper on Language and Literacy, Monash University.

Davies, A.: *Is proficiency always achievement?* 4th National ELICOS Association Education Conference, Melbourne, August 1991.

Davies, A. *Issues in English language testing*. NLIA Directorate Seminar on ESL language development, Melbourne.

Davies, A. *Speculation and empiricism in applied linguistics*. 16th Applied Linguistics Association of Australia Conference, James Cook University, Townsville, September 30-October 2, 1991.

Davies, A. *An NLIA centre's educational role: the Case for a language testing dictionary*. 16th Applied Linguistics Association of Australia Conference, James Cook University, Townsville, September 30-October 2, 1991.

Elder, C. *Predicting performance in teacher education: a dilemma for language testers*. Language Education: Interaction and Development Conference, Ho Chi Minh City, Vietnam, March 1991.

Elder, C. *ALL about assessment*. Conference of the Victorian Association of Teachers of Italian, University of Melbourne, July 1991.

Elder, C. *The English language proficiency of overseas-trained teachers: two Language Testing Centre projects*. Migrant Skills Qualifications Board Seminar, National Languages Institute of Australia, August 1991.

Elder, C. *Assessing the classroom performance of NESB teachers: the role of language*. 16th Applied Linguistics Association of Australia Conference, James Cook University, Townsville, September 30-October 2, 1991.

Elder, C. *Performance testing as benchmark for foreign language teacher education.* International Conference on Teacher Education in Second Language Teaching in Hong Kong, March 1993.

Elder, C. *Assessing the language proficiency of second language teachers: an LSP approach to test design.* RELC Annual Seminar, Singapore, April 1993.

Elder, C. *Are raters' judgements of language teacher effectiveness wholly language-based?* 15th Language Testing Research Colloquium, Cambridge, August 1993.

Elder, C. *How Do Subject Specialists Construe Language Proficiency?* Language Testing Research Colloquium, Vancouver, March 1992.

Elder, C. *Modelling Language Proficiency for the Classroom : the Development of a Test of Italian for Teacher Accreditation.* La Trobe University School of Education, September 1992.

Elder, C. *IELTS as Predictor of Performance in Teacher Education.* ACTA/VATME Conference, University of Melbourne, January 1992.

Elder, C. and A. Brown *Direct and Indirect Language Tests.* Australian Linguistics Institute, Sydney University, July 1992.

Elder, C., J. McQueen and S. Zammit *Rewarding Second Language Learning Achievement: the Australian Language Certificate Scheme* International Foreign Language Teachers' Conference, University of Manoa, Hawaii, March 1992.

Lumley, T. *A framework for classroom-based language assessment: the NLLIA ESL development project.* ALAA, September 1993.

Lumley, T. and T. McNamara. *Rater characteristics and rater bias: implications for training.* 15th Language Testing Research Colloquium, Cambridge, August 1993.

Lumley, T. *Assessment activities in the NLLIA ESL Development Project.* Workshop with the A.C.T. Ministry of Education and Catholic Education Office, Canberra, June, 1992.

Lumley, T. and A. Brown *Assessment Activities in Primary Schools and Language Centres - the NLLIA ESL Development Project.* Workshop for the Victorian Catholic Education Office, April, 1992.

Lumley, T. and A. Brown *The NLLIA ESL Development Project - Assessment Activities for New Arrivals.* Collingwood English Language School, August, 1992.

Lumley, T. and A. Brown *The NLLIA ESL Development Project - Assessment Activities in the Curriculum.* Workshop for the Victorian Association for TESOL and Multicultural Education, Institute of Education, University of Melbourne, August, 1992.

McNamara, T. and Ray Adams *Exploring rater behaviour with Rasch techniques.* 13th Language Testing Research Colloquium, Educational Testing Service, Princeton, NJ, March 1991.

McNamara, T. *Test Writers' Symposium: Reading and Listening Tests and Test Writers' Symposium: Speaking and Writing Tests.* 25th TESOL Convention, New York, (Member of invited panel of experts), March 1991.

McNamara, T., S. Lorch and E. Eisikovits *Late Hebrew immersion at Mt Scopus College, Melbourne: towards complete Hebrew fluency for Jewish day school students.* International Conference on the State of the Art in the Teaching and Learning of Hebrew in Different Settings, Hebrew University of Jerusalem, July 1991.

McNamara, T. and Jan Hamilton *EAP tests as performance tests.* 4th ELICOS Association Conference, Monash University, August 21-23, 1991.

McNamara, T. *'Statistics for the terrified': teaching Research Design and Statistics in an Applied Linguistics Master's program.* 16th Applied Linguistics Association of Australia Conference, James Cook University, Townsville, September 30-October 2, 1991.

McNamara, T. and E. Eisikovits *The Mt Scopus immersion program: the second year.* 16th Applied Linguistics Association of Australia Conference, James Cook University, Townsville, September 30-October 2, 1991.

McNamara, T. G. Wigglesworth and K. O'Loughlin *Bias analysis in Rasch programs: analysing interaction between judges, items and persons in performance assessment settings.* American Association of Applied Linguistics, Atlanta, April 1993

McNamara, T. *The assessment of speaking skills in English as a second language for intending immigrants to Australia*. International Association of Applied Linguistics (AILA), Amsterdam, August 1993.

McNamara, T. and T. Lumley *The effects of interlocutor and assessment mode variables in offshore assessment of speaking skills in occupational settings*. 15th Language Testing Research Colloquium, Cambridge, August 1993.

McNamara, T. *Second Language Performance Assessment*. Regional Language Centre, Singapore, October 1992.

McNamara, T. *Placement Assessment of Speaking Skills*. TESOL Convention, Vancouver, March 1992.

McNamara, T. and A. Brown *Test-taker Reactions to an Occupationally Related Test of Japanese as a Foreign Language*. Language Testing Research Colloquium, University of British Columbia, Vancouver, March 1992.

McNamara, T., A. Brown, C. Elder, T. Lumley and J. McQueen *Mapping Abilities Using Rasch Techniques*. Language Testing Research Colloquium, University of British Columbia, Vancouver, March 1992.

McNamara, T., J. Hamilton and E. Sheridan *Native Speaker Performance on Tests of English for Academic Purposes*. Language Testing Research Colloquium, University of British Columbia, Vancouver, March 1992.

McNamara, T., J. McQueen and T. Lumley *Using Rasch Techniques to Map Second Language Abilities and Skill Levels*. PacSLRF Conference, University of Sydney, August 1992.

McQueen, J. *Language Testing for LOTE Teachers* Institute of Education, University of Melbourne, October 1992.

McQueen, J. *Teachers' Views of Incentives for Language Learning*. Catholic Education Office In-service education conference, Melbourne, May 1992.

McQueen, J. *The Australian Language Certificates as Measures of Reading Proficiency*. Applied Linguistics Association of Australia Conference, Sydney University, July 1992.

McQueen, J. and A. Brown *Item Analysis and Rasch IRT in Test Development*. Australian Linguistics Institute, Sydney University, July 1992.

McQueen, J. and A. Brown. *LOTE Assessment - Reading and Listening* Presbyterian Ladies' College, August, 1992.

McQueen, J. *Exploring Tools for Evaluating Linguistic Outcomes*. Heidelberg School Support Centre, August 1992.

O'Loughlin, K. *Do English and ESL Teachers Rate Essays Differently?* Applied Linguistics Association of Australian conference, Sydney University, July 1992.

Quinn, T.J. and T.F. McNamara *The competency movement, applied linguistics and language testing: some reflections and suggestions for a possible research agenda*. Paper presented at ALAA Conference, Adelaide, September 1993.

Wigglesworth, G. *Rater differences in the assessment of oral interaction*. ALAA September 1993.

Wigglesworth, G. and K. O'Loughlin *An investigation into the comparability of direct and semi-direct versions of an oral interaction test*. 15th Language Testing Research Colloquium, Cambridge, August 1993.

NLLIA Western Australian Office

The NLLIA West Australian Office is based at Curtin University of Technology, Perth. It was established in 1993 and incorporates six programs:

- office administration and coordination
- special projects and consultancy services,
- the Centre for Literacy, Culture and Language Pedagogy
- the Professional Development Centre in Language Education
- the Child ESL and Literacy Research Network Node
- the Adult Literacy Research Network Node

Objectives

- to facilitate and conduct research needed to improve practice in language and literacy education
- to provide professional development activities for language and literacy teachers
- to create a Western Australian database and clearinghouse on language and literacy issues and regularly disseminate information from it
- to provide advisory and consultancy services to government, unions, business and community on relevant language and literacy issues
- to stimulate and undertake special projects which promote languages and literacy in the community at large
- to ensure that all the above functions operate in a coordinated and mutually supportive way

Capabilities

- Consultation, advice and research
- Professional development activities

Staff at 31 December 1993

- Carmela Briguglio, BA, Grad Dip Ed, MEd, Manager, NLLIA WA Office
- Rita Tognini, BA, BEd, Grad Dip (Intercultural Studies), Programs Coordinator, NLLIA Centre for Professional Development Centre for Language Education
- Brenda Lomas, Secretary/Administrative Assistant, NLLIA WA Office
- Shirley Doornbusch, Secretary, NLLIA Centre for Professional Development in Language Education

NLLIA-WA Office Administration and Coordination

Objectives:

- to coordinate all aspects of the NLLIA's work in West Australia including the work of Research Network Nodes, the multi-campus Centre for Literacy, Culture and Language Pedagogy and the NLLIA-Professional Development Centre in Language Education
- to provide general liaison and coordinated support for language teachers
- to advocate language and literacy policy issues
- to be a clearing house for information in languages and literacy to and from the NLLIA and between participant groups in Western Australia

NLLIA-WA Special Projects and Consultancy Services

Objectives:

- to support or initiate special projects which promote languages and literacy issues
- to provide consultancy services (including business languages services) on demand to government, the business sector, unions and the wider community

Current and Past Projects:

- Coordination and promotion of the work of the Working Party for LOTE.
- Production of material (pamphlets) on a cost-recovery basis to assist promotion of languages and literacy issues
- Establishing an NLLIA Professional Associations Network

NLLIA-WA Centre for Literacy, Culture and Language Pedagogy (CLCLP)

Objectives:

- to coordinate language and literacy research amongst the participating Universities (University of Western Australia, Edith Cowen University, Curtin University and Murdoch University) as well as the other sectors represented on the Board of Management
- to undertake research in literacy (adult, child, Aboriginal, etc) and its cultural contexts
- to undertake research in English as a Second Language (ESL), Languages Other Than English (LOTE), Interpreting/Translating and other areas of language pedagogy
- to develop national and international links in support of the foregoing objectives

A panel of Directors was established for the Centre in early 1993: Professor Ian Reid is the Director, with Professors Michael Long, Michael O'Toole and Ian Malcolm as Associate Directors.

Preparation for a major ARC proposal in February 1994 on tertiary literacy has involved the employment of a part-time Research Assistant who has prepared a literature review of this project.

The first project under the auspices of the CLCLP, 'Barriers to Participation in Adult Literacy' has just been completed and two more issues of *Open Letter: and Australian Journal for Adult Literacy*, have been published.

A bid to NBEET for a project on Aboriginal and Torres Strait Islander Language Development and Maintenance: Needs and Activities has been successful and the project will commence early in 1994. Several other research bids (Child Literacy Projects and ILOTES) have been forwarded to DEET but results are not yet known.

A very successful Research Forum was held in October 1993 to officially launch the Centre and to give all potential constituencies the opportunity to identify research needs and issues in WA. The Forum attracted over 100 participants from schools, universities, education systems, government departments and the general public.

Preparation of research proposals and implementation of research and development projects in the areas of literacy, LOTE and ESL, with particular emphasis on classroom-based research.

Dissemination of information about the Centre for Literacy, Culture and Language Pedagogy and relevant projects through seminars, newsletters and other special activities.

NLLIA-WA The Professional Development Centre in Language Education

The Centre, located at Edith Cowan University, will implement professional development and also collate a resource collection, especially in the LOTE area. Professor Michael Breen is the Director of the Centre and Rita Tognini has been appointed as Programs Coordinator.

Objectives:

- to promote awareness of LOTE and ESL issues and to contribute to long-term State level language planning
- to develop, design and implement professional development activities through liaison with systems, and to advise on teacher training needs
- to build up a bank of teaching resources, particularly in the area of LOTE
- to act as a clearing house and data base for the teaching of LOTE, ESL and literacy in schools

Current and Past Projects:

- Survey (through a variety of methods) of the professional development needs in the LOTE, ESL, literacy and interpreting and translating areas and assessment of marketability of various types of courses/programs
- Promotion of the activities of the Professional Development Centre in Language Education among all relevant constituencies, particularly professional associations
- Design and implementation of professional development activities to meet perceived demand, with initial focus on the ESL and LOTE areas
- Design, implementation and evaluation of projects upon request
- Collation of LOTE and other resources at the Claremont Campus library of Edith Cowan University
- Building on the data base in ESL and LOTE and add Interpreting and Translating

NULLA-WA The Child Literacy/ESL Research Network Node

This Network Node is based at the University of Western Australia.

Objectives:

- to develop strategies for the collection and dissemination of research information in child literacy and ESL
- to facilitate dialogue and sharing of information about local and national research in literacy and ESL between researchers, teachers and administrators
- to influence, through contribution to the national network, the development of a coherent national ESL research agenda
- to carry out research as funding permits

Data on local research in the area of Child Literacy and ESL has been collated and sent to the LATTICE database. An Advisory Committee has been convened and the first meeting was held in November. Contractual arrangements with UWA are in the process of being finalised.

The Adult Literacy Research Network Node

The WA Node of the ALRN is located with the NLLIA WA Office in Perth.

Objectives:

- to develop strategies for the collection and dissemination of research information on adult literacy
- to facilitate dialogue and sharing of information about local and national research in literacy between researchers, teachers and administrators
- to influence, through contribution to the national network, the development of a coherent national literacy research agenda
- to carry out research as funding permits
- to organise a State level symposium to develop research matrices and maps

Consultation and Advisory Activity:

Consultation has been a feature of all activities established thus far. Before the WA Office was formally established, a Reference Committee met for over twelve months, discussing the sort of structure that would best suit WA.

Three major forums have been held during 1993, which were used both to publicise the areas of activity of the NLLIA WA Office but also to obtain input from various relevant constituencies.

Advisory groups:

- The WA Adult Literacy Research Network Advisory Committee
- The WA Child Literacy ESL Network Advisory Committee
- The NLLIA Professional Associations Network (this consists of all the major ESL, LOTE and literacy associations in the State)
- The NLLIA LOTE Working Party
- Panel of Directors of the CLCLP

The NLLIA WA Office also currently contributes on the following language committees:

Curriculum Area Committee for LOTE (Secondary Education Authority)

Curriculum Area Committee for English (Secondary Education Authority)

State Consultative Group on the Student Outcome Statements for LOTE

Projects:

- Continuing publication of *Open Letter: Australia Journal for Adult Literacy Research and Practice*
- DEET project Barriers to Participation in Adult Literacy through the Centre for Literacy, Culture and Language Pedagogy
- Survey of the professional development needs of ESL, LOTE and Literacy teachers and implementation of appropriate professional development programs
- Collation of LOTE and other language and literacy resources at the Claremont campus of Edith Cowan University
- Promote language and literacy research and disseminate research information through the Adult Literacy Research Network Node and the Child Literacy/ESL Research Network Node
- Implement research in LOTE, ESL and literacy through the Centre for Literacy Culture and Language Pedagogy

Publications:

Enhancing Participation in Adult Literacy Programs, a report on the project, Barriers to Participation in Adult Literacy, one of a number of ALLP projects funded in 1992 by DEET. It was coordinated jointly by the Centre for Literacy, Culture and Language Pedagogy at Curtin University and the Adult Literacy Services Bureau of the department of Employment Vocational Education and Training.

Ending: October 1993. Funding: ALLP Adult Literacy National Project Scheme (1992)

South Australian Teaching and Curriculum Centre

The NLLIA-South Australian Teaching and Curriculum Centre (NLLIA-SATCC) focuses on improving the quality and relevance of language education through effective teacher education programs, research into language pedagogy, and curriculum support, with a particular focus on language and literacy education in schools. NLLIA-SATCC is located in Adelaide.

Objectives

- to participate, in conjunction with the schools sector and universities, in the planning, development and delivery of systematic and relevant postgraduate language teacher education courses, in applied linguistics and in language-specific teaching and curriculum studies
- to undertake and promote language-specific curriculum research and development and to carry out monitoring and evaluation of languages curriculum
- to undertake and promote research on the teaching and learning of languages with a particular emphasis on the school sector
- to participate in the development of distance education programs for language teacher training and language education in schools
- to act as a database and clearing house for research and development in the areas of language studies and curriculum, and teaching and learning of languages in schools

Capabilities

Research and development relating to:

- languages in the schools sector
- teacher pre-service and in-service training and re-training for language education

Project management and consultancy expertise in:

- language education (in Languages Other Than English, English as a Second Language, Australian Indigenous Languages, Literacy)
- professional development for language teaching
- open learning
- curriculum development, renewal and evaluation
- clearing house activities

Staff at 31 December 1993

- Jean Clayton, Manager SATCC, BA Dip Ed (University of Adelaide) Grad Dip TESL (University of South Australia) Grad Dip Multicultural Studies (University of New England)

Projects 1993-4

The SATCC commenced operations in June 1993 so the list below represents projects which are confirmed to date, with funding commitment. Because of the nature of the Centre, some of these are also teacher training and development activities.

- Overseas-Trained Teacher Induction and Inservice Project

Identification and production of a pilot program to satisfy the needs of overseas trained teachers of LOTEs for professional development, commissioned by the South Australian Department of Education and Children's Services. Funds from SATCC core funding \$ 55,500. To conclude in December 1994.

- Teacher Professional Development Reviews

Management of an external evaluation of two existing programs of professional development of teachers working with non-English speaking background children, commissioned by the South Australian Department of Education and Children's Services and the Catholic Education Office (SA). Funds from SATCC core funding \$ 47,000. To conclude in December 1994.

- **Bilingual Teaching Program Documentation**

Documentation using video and other technologies of a new bi-lingual education initiative, in collaboration with the Catholic Education Office and the South Australian NLLIA Child ESL and Literacy Node (CALUSA). Funds from SATCC core funding \$ 27,500. To conclude in December 1994.

- **Clearing-house Project**

Development of a South Australian clearing-house operation in the area of language teaching and language learning to enhance access to research and resources for languages education. Funds from SATCC core funding \$62,500. Establishment phase to be completed by December 1994.

- **Distance Education and Languages Project**

Management of a national project in open learning for languages, with special focus on meeting the needs of remote and isolated school students more effectively with quality language programs and focus on supporting distance teachers of languages more effectively.

Commonwealth Project funding (ALLP): \$ 117,000. To conclude in March 1995.

- **Child Literacy and ESL Project**

A national project investigating the language use by teenage Aboriginal students in remote desert locations, both within the school and home environment, to research implications and strategies for literacy education of Aboriginal students from remote and isolated communities. In collaboration with the University of South Australia, the University of Adelaide and the Departments of Education of South Australia and Western Australia and the Northern Territory. A Children's Literacy Project (DEET funding): \$105,250. To conclude in April 1995.

Conference activity 1993

Conferences and seminars attended:

Careers and LOTE Education - South Australian Institute of Languages Conference, Adelaide, May 1993

The National Schools Project -Winter School for Teachers, Adelaide, July 1993

NLLIA Corporate Planning Conference, Canberra, September 1993

Applied Linguistics Association of Australia Annual Congress, Adelaide, Sept/Oct 1993

Juncture Points in Language Education - State Forum of the South Australian Multicultural Education Consultative Committee, Adelaide, October 1993

Document Design and Research Unit (DDRU)

The NLLIA Document Design and Research Unit (DDRU) is based within the Centre for Professional Communication, in the faculty of Humanities and Social Sciences at the University of South Australia. A grant of \$50,000 was provided by the NLLIA to establish the Unit during 1993-94.

Objectives

To provide expert consultancy, advice and training on effective document design and research. The Unit promotes the skills and services of highly qualified and experienced staff from the language and literacy, information technology and design schools within the University of South Australia.

Capabilities

The DDRU is able to plan, develop and implement a range of courses, services, programs and opportunities for improving the quality of document design and the use of accessible language in professional and technical communication in South Australia. The DDRU has a strong commercial orientation. The Unit will support ventures promoting the knowledge, skills and resources within the University and their application to business and professional environments.

By recognising the relationship between effective communication, appropriate language and document design the DDRU provides

- consultancy and advice on effective document design and presentation within professional, educational and technical contexts
- research and information on graphic design, desktop publishing and written and spoken communication
- training programs and workshops on professional presentations, plain English, editing and visual rhetoric

Specialist services include courses, consultancies and information on

- written and spoken communication
- discourse analysis
- policy development and implementation
- submission and proposal writing
- report writing and presentation
- editing
- plain English
- entrepreneurial presentations
- manuscript preparation
- media presentations
- electronic media and text production

Staff at 31 December 1993

- Associate Professor Claire Woods, Director
- Pam Ronan, Manager
- Ruth Trigg
- Tom Sankey
- Cal Swan
- Rosemary Luke
- Mike Westcombe-Down

Projects 1993 - 4

Completed:

- March 1993: Designed and printed brochures for Centre for Applied Linguistics, University of South Australia (CALUSA) DEET funded consultancy to evaluate open learning delivery of languages other than English
- April 1993: Developed proposal for DEET Australian Language and Literacy Policy (ALLP) projects to devise a management strategy for the evaluation and dissemination of all national projects. May 1993: Designed and printed brochures for the ALLP project
- Copy and content editing of External Activities Guide and Intellectual Property Guidelines. Currently developing a style sheet for Techsearch business managers. Opportunity for ongoing consultancy and advice on plain English and document design
- For the South Australian Centre for Manufacturing
 - editing of publicity for a Quality Management Seminar
 - editing of training manual
 - editing of financial statements and the annual report
 - editing, design and evaluation of training materials
- A number of editing tasks for the International Graduate School of Management
- Response to the NLLIA *The Beginners Cultural Guide: ABC for Exporters*
- Editing and design of the final report for the CALUSA DEET Consultancy to evaluate open learning delivery of languages other than English in Australia
- Editing and printing of the ALLP Project No. 18 Advanced Studies in Education, University of South Australia
- Consultancy and advice on writing plain English wills, Stratford and Co

Projects in progress:

- Editing and design of the Engineering Information Packages for Schools \$2,000 Joint Faculties of Engineering at the three universities in South Australia
- Designing and editing the conference papers and proceedings from the NLLIA Forum to celebrate the Year of Indigenous Peoples
- Irlande Alfred, NLLIA Literacy and ESL Research Network, \$1,100
- Editing and design work for the Catholic Education Office Family Life Education materials, \$1,000 Catholic Education Office of South Australia

Current tenders:

- Edit and design training materials for executive management training program, Mobil Oil Australia, \$3,000
- Develop a user accessible training manual for NLLIA databases, Peter White, \$7,000
- Develop a training manual for abattoir managers, Australian Meat Corporation, \$10,000

Teaching, training and development activities 1993

- February 1993: Entered the NLLIA DDRU in *Reader friendly communications: contacts and resources* - a DEET ALLP national register for providers consultancy and advice on reader accessible materials

- March 1993: Visited the South Australian Centre for Manufacturing to promote the DDRU's services
- May 1993: Manager attended an advanced editing in-service course
- June 1993: Visited the NLLIA LATTICE network
- July 1993 - Dec 1994: DDRU Director, Claire Woods, convenor of the Ministerial Reference for Australian Language and Literacy Council research into Plain English and reader accessible materials
- August 1993: Presented the DDRU workplan to the graduate students in the Business Management Course to develop a marketing strategy for DDRU activities
- September 1993: Seminar to graduate students on effective presentation of theses and research papers
- October 1993: Meeting with the Publications Unit at the University of South Australia to investigate development of a style guide for University publications
- The CPC and DDRU Director, Claire Woods, facilitated and convened the National Library of Australia's Easy to read seminar. Pam Ronan and Ruth Trigg facilitated working groups at the seminar
- November 1993: Meeting with representatives from the School of Art and Design Education to investigate opportunities for DDRU activities
- May 1994: Centre for University Teaching and Learning (CUTL) University of South Australia. Development and delivery of a short course/seminar on presentation techniques

Conference activity

- The Director, Manager and members of the DDRU have participated in the following:
- May-July 1993: Planned the National Library of Australia's Easy to read Conference program in conjunction with the Centre for Professional Communication
- September 1993: Attended the NLLIA CWC conference in Sydney. Attended the NLLIA CPC meeting in Canberra. Facilitated and convened the National Libraries of Australia Easy to Read seminar
- February 1994: Style Council Canberra. Claire Woods is presenting a paper on plain English and reader accessible materials
- March-Dec 1994: National Library of Australia. Opportunity for ongoing consultancy and advice on the development, production and dissemination of accessible (easy-to-read) materials for adults with specific reading needs

Style Council

The NLLIA-Style Council is located at the School of English and Linguistics, Macquarie University, NSW.

Objectives

- to stimulate and undertake research into Australian English
- to foster exchange of information about Australian usage among interested professional groups
- to develop appropriate research tools such as databases of current Australian English

Capabilities

- research issues in current Australian English
- advice on the design and development of English language databases and text archives
- consultation on editorial style and standard usage in Australia

Staff at 31 December 1993

- Pam Peters, BA Hons (Melb), MA Hons (Syd), Convener, Style Council
- Colin Yallop, MA (Cambridge), PhD (Macq), Director, Dictionary Research Centre

- Project Assistants:

Australian Style

- Ann Atkinson, BA (Syd), Editorial Assistant (contract)
- Collette Ryan, Secretarial Assistant (part-time)

Style Council

- Maureen Leslie, Secretarial Assistant (contract)
- Andrew Leslie, Clerical Assistant (casual)

Australian Corpus Project

- Gregory Cooper, BA (Macq), Research Assistant (part-time)
- Heather Middleton, BA Hons (Macq), Research Assistant (full time)
- Wendy Young, BA (Macq), Research Assistant (full time)

Writing Projects

- Kris Burnett, Clerical Assistant (part-time)
- Barbara Gassman, BA (Macq), Research Assistant (part-time)

Projects 1992-3

Completed:

- Organisation of the Style Council conferences: 1992, 1994
- Publication of proceedings of Style Council 1990, 1991, and 1992, as *Australian Style into the Nineties and Style on the Move*
- Publication of *Australian Style* (three issues 1992-3)
- Analysis of usage data on spelling and on the subjunctive, elicited by Australian Style
- Collection and transcription of samples of Australian speech to achieve the target of 500,000 words of current spoken Australian English in machine-readable form
- Collection of 100 samples of written Australian English from the 1990s to match the spoken data in the corpus, and in accordance with other overseas partners in the International Corpus of English

- Extension of coverage of Australian students' writing with 50 samples from areas complementing those already entered on the database, transcription and annotation of them according to the system of error analysis already developed
- Preparation of ACE corpus of written Australian English for public release
- Provision of material support for developing surveys of Australian regional terms

Current tenders:

- Australian speech

Collect, transcribe and deposit a further 100 samples of Australian speech as a machine readable corpus of current Australian English. Ending: December 1994

- Samples of Australian students' written English

Extend coverage by 50 samples of Australian students' written English, annotate and add to database.

- Corpora database

Establish an information database on corpora in Australia. Ending: December 1994

Other activities

Style Council conference

Conduct the 1994 Style Council conference at Parliament House, February 1994

Publications 1992-93

Books and Journals:

Australian Style: A National bulletin on issues in Australian style and the use of English in Australia, Vol. 1 No. 1, October 1992; Vol. 1 No. 2 May 1993, Dictionary Research Centre, Macquarie University, Sydney.

Peters, P.H. (ed.), 1987, *Style in Australia: Proceedings of Style Council 86*, Dictionary Research Centre, Macquarie University, Sydney.

Peters, P.H. (ed.), 1990 *Frontiers of Style: Proceedings of Style Councils 87 and 88*, Dictionary Research Centre, Macquarie University, Sydney.

Peters, P.H. (ed.), 1993 *Australian Style into the Nineties: Proceedings of Style Councils 90 and 91*, Dictionary Research Centre, Macquarie University, Sydney.

Papers on Topics Related to Style Council Work:

(in *Australian Style into the Nineties*)

Blair, D., Standards in educational dictionaries pp.186-191

Blair, D., Abbreviations in computer technology pp.219-224

Butler, S., Recent additions to the Australian lexicon pp.254-266

Candlin, C., Easification versus simplification pp.110-123

Delbridge, A., J. Bernard and S. Butler, The Macquarie Dictionary pp.25-44

Hennessy, M., Devising a learner's dictionary in Australia pp.192-197

Peters, P.H., Australian style after Empire and ANZUS pp.88-96

Peters, P.H., Does Australia need a language academy? pp.12-22

Peters, P.H., The dynamics of style pp.267-273

Peters, P.H., Punctuation issues, and survey 1990-1 pp.276-281

Tardif, R., Dictionaries and computer databases pp.242-251

Yallop, C., The domain of standards pp.3-11

Yallop, C., Term Banks pp.225-232 (in *Style on the Move*)

Blair, D. and Gassman B., The Writing of Tertiary Students pp.68-77

Hennessy, M., Sex in Learner's Dictionaries pp.120-129

Peters, P., American and British English in Australian usage pp.20-27

Peters, P and Young, W., Survey results pp.175-183

Tardif, R., Secondary school writing and database analysis pp.59-67

Yallop, C., Investigating spelling errors pp.78-87

Books:

C. Yallop and M. Walsh (eds) *Language and Culture in Aboriginal Australia*, Aboriginal Studies Press, Canberra (226pp).

Articles:

P. H. Peters 1993 Corpus Evidence on some points of Usage. In Aarts, J. et al. (eds) *English Language Corpora: Design, Analysis and Exploitation*. Amsterdam, Rodopi, pp.247-255.

C. Yallop 1992 Terms in social welfare: terminological and linguistic perspectives. *Terminologie et Traduction* 2/3: 447-55.

C. Yallop 1993 The structure of Australian Aboriginal languages. In M. Walsh and C. Yallop (eds), *Language and Culture in Aboriginal Australia*, Aboriginal Studies Press, Canberra, pp 15-32.

Conference activity

Addresses given

Pam Peters:

May 1992 International Computer Archive of Modern English Conference (Nijmegen) *To split or not to split the infinitive.*

June 1992 Australex (Australian Lexicographical Association) (Sydney) *Varieties of Corpora*.

November 1992 Style Council (Sydney) *American and British English in Australian usage.*

May 1993 International Computer Archive of Modern English Conference (Zurich) *Australian English verb morphology.*

November 1993 Australian Society for Technical Communication (Sydney) *Towards an international editorial style.*

Colin Yallop:

August 1992 Euralex International Congress (Tampere) *De Saussure on meaning and lexis.*

November 1992 Style Council (Sydney) *Investigating spelling errors.*

June 1993 LERC, International Conference on Interpreting and Translating (Sydney) *Bilingual texts and their relevance to translation.*

September 1993 Australex (Australia Lexicographical Association) (Adelaide) *Indonesian Learners' Dictionary project.*

Seminars/Conferences organised

Style Council 1992, Macquarie University, Sydney, with 110 participants

Language & Literacy Publications

Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia

Volume 1: Arabic

Volume 2: Chinese

Volume 3: French

Volume 4: German

Volume 5: Indonesian/Malay

Volume 6: Italian

Volume 7: Japanese

Volume 8: Modern Greek

Volume 9: Spanish

Summary Volume

The 9 Language Profiles and Summary Volume examine the Australian situation of the 9 languages of Wider Teaching (as identified by the National Policy on Languages) and make recommendations to enhance the learning of these languages in Australia. The reports will be particularly useful for applied linguists, curriculum developers and language policy makers.

ESL Development: Languages and Literacy in Schools

A practical resource for Australian teachers for assessing and reporting the progress of non-English speaking background students. It also provides information on the characteristics of second language learning in schools and some ideas on how to meet students' ESL needs.

The Australian Second Language Learning Program

A detailed description of projects and materials produced by projects funded under the Australian Second Language Learning Program between 1988 and 1992. ASLLP is a Commonwealth initiative designed to stimulate language studies in Australian schools.

Directory of Scholarships For Language Students and Professionals

Contains over 250 different entries on scholarships, exchange schemes, fellowships and other awards for people who are studying, researching or teaching languages, linguistics, applied linguistics, language pedagogy and related disciplines.

ABC For Exporters: A Beginner's Cultural Checklist

Provides a comprehensive list of language and cultural issues which organisations with no experience in exporting need to consider before developing an export plan.

Languages at the Crossroads

Consists of two volumes; the Report and Guide to the Report. The Report provides a detailed examination of policy and practical situation of language teaching in Australia. It also explores demand, supply, recruitment, deployment, professional development and job satisfaction of teachers. The Guide provides selected elements and highlights of the Report.

Language and Language Education Vol 1, No 1. & Vol 2, No 1.

Working papers of the NLLIA. Vol 1, No 1 includes articles on inter-cultural communication and rapid profiling. Vol 2, No 1 will be of particular interest to those involved with language policy and practice in schools.

The Relationship Between International Trade and Linguistic Competence

Department of Employment, Education and Training.

Room For Two: A Study of Bilingual Education at Bayswater South Primary School

By Sue Fernandez. The extensive experience gained from managing the German bilingual program at Bayswater South Primary School is of relevance to all schools that have or are considering a language program.

Publications can be ordered from:

NLLIA, 9th Level, 300 Flinders St, Melbourne Vic 3000
Tel: 03 614 0255 Fax: 03 629 4708